DOCUMENT RESUME

ED 057 979	32	RC 005 877

TITLE	North Carolina Migrant Education Program. 1971 Project Evaluation Reports, Vol. I.
INSTITUTION	North Carolina State Dept. of Public Instruction, Raleigh.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Office of Programs for the Disadvantaged.
PUB DATE	71
NOTE	156p.
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	Attendance; Community Involvement; Educationally Disadvantaged; Elementary Grades; Health Services; Information Dissemination; *Instructional Programs; *Migrant Child Education; *Program Descriptions; *State Programs; Student Teacher Ratio; Summer Programs; *Supplementary Education; Tables (Data)
IDENTIFIERS	North Carolina

ABSTRACT

Evaluation reports for 10 of the 23 1971 Summer Migrant Projects in North Carolina are presented in Volume I of this compilation. Each report contains the following information: (1) descriptive statistics and results of student achievement; (2) description of the project as obtained from site team reports and other available information; and (3) evaluative discussion containing the recommendations for project improvement. The 10 elementary projects described are Carteret, Columbus, Halifax, Harnett, Haywood, Henderson, Hyde, Johnston, Nash, and Northampton. Related documents are RC 005 876 and RC 005 878. (PS)

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MIGRANT EDUCATION PROGRAM

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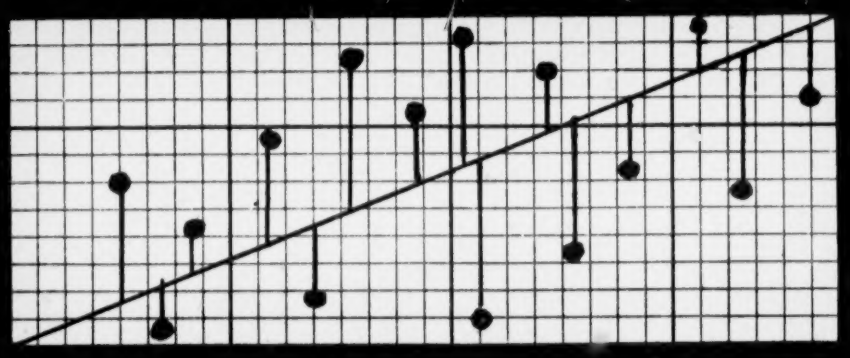
PROJECT EVALUATION REPORTS

VOL. I



DIVISION OF RESEARCH

STATE DEPARTMENT OF PUBLIC INSTRUCTION
RALEIGH, NORTH CAROLINA 27602

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PROJECT EVALUATION REPORTS

1971

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NORTH CAROLINA

MIGRANT EDUCATION PROGRAM

Prepared By:

DIVISION OF RESEARCH

N. C. State Department of Public Instruction

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Preface

This publication is a collection of the individual evaluation reports for each of the twenty-three 1971 Summer Migrant Projects in North Carolina. It was prepared by the Division of Research during and immediately following the program operations.

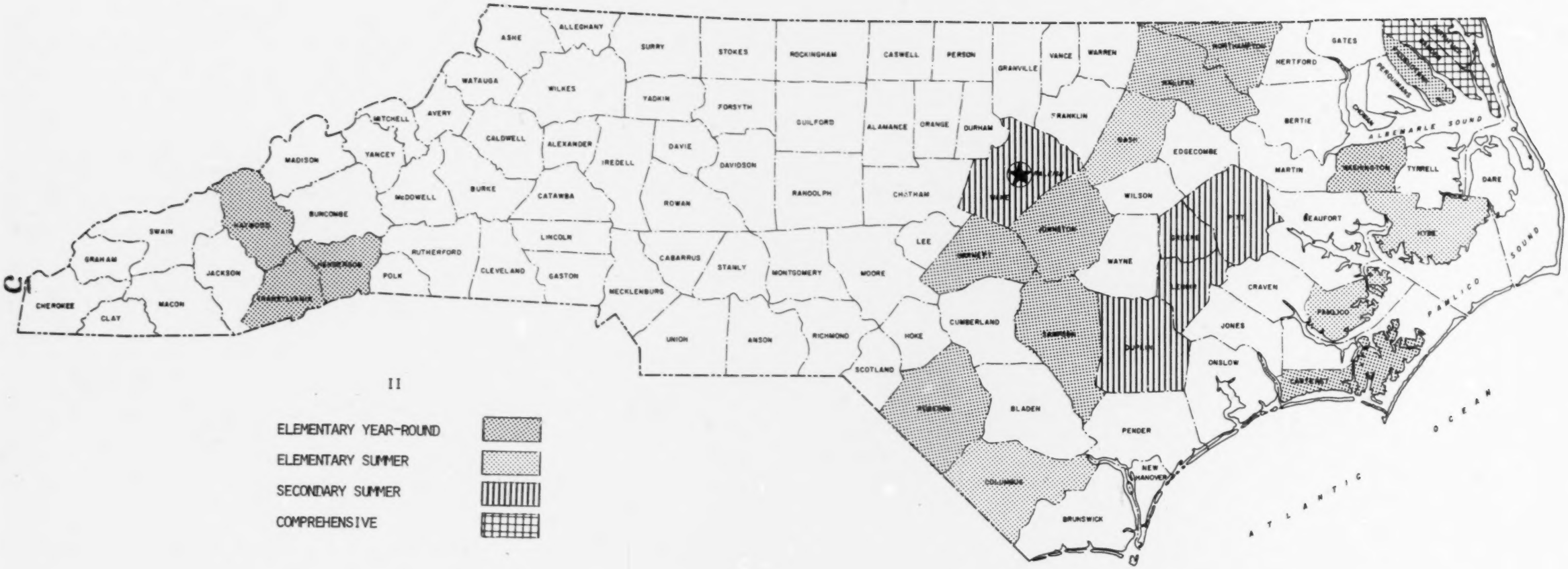
These reports were designed both to point out the aspects of each project which were commendable and worthy of being maintained in the future and to offer suggestions for improvement in subsequent programs. They were prepared in this manner primarily for the use of Project Directors and other LEA personnel who will be involved in the planning of next year's programs. Utilization of the reports by the State Migrant Staff was another important consideration in the design of the evaluations.

Each report contains the following sections and information:

Section A: descriptive statistics and Growth Sheet results

Section B: description of all phases of the project as obtained from the site team reports and other available information

Section C: evaluative discussion containing the recommendations for project improvement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SAMPSON
DUPLIN
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PAMLICO
CARTERET
SCOTLAND
ROBESON
BLADEN
PENDER
NEW HANOVER
COLUMBUS
BRUNSWICK
ATLANTIC OCEAN
ELEMENTARY YEAR-ROUND
ELEMENTARY SUMMER
SECONDARY SUMMER
COMPREHENSIVE

II

A

CARTERET ELEMENTARY
Summer Migrant Education Evaluation
1971 Evaluation

Program Operation Dates: June 9 - July 13
[1]Days & Hours Operated: 8:00 a.m. - 5:00 p.m. M T W T F
Total Days of Operation: 25
Estimated Enrollment: 70
Actual Enrollment: 50

[2]Average Daily Attendance: 32
[2]Sum of Daily Attendance: 816

Type of Migrant:
Interstate: 8
Intrastate: 0
5 Year Provision: 42

[3]Average Length of Membership: 23
Maximum Membership: 49

Migrant Students Traveling in Family Groups: 50 Girls: 27
Boys: 23

PROJECT STAFF AS REFLECTED BY PROPOSAL PLUS "VOLUNTEERS"

Full-Time	No.	Percent of time Paid	Part-Time	No.	Percent of time Paid
Supervisor	1	100%	Director	1	0%
Teachers	3	100%	Food Supervisor	1	12.5%
Nurse	1	100%	NYC Workers	?	0%
Teacher Aides	2	100%			
Bus Driver & Custodian	1	100%			
Secretary	1	100%			

Total full-time equivalent paid staff: 9
Teacher-pupil Ratio: 1 : 16.5
Staff-pupil Ratio: 1 : 5.5

Number of Students by Age

Age:	*	5-	5	6	7	8	9	10	11	12	13	14	15
Number:	2	10	6	4	7	4	4	4	2	2	3	1	1

*Age not indicated Average Age of Student 7.5

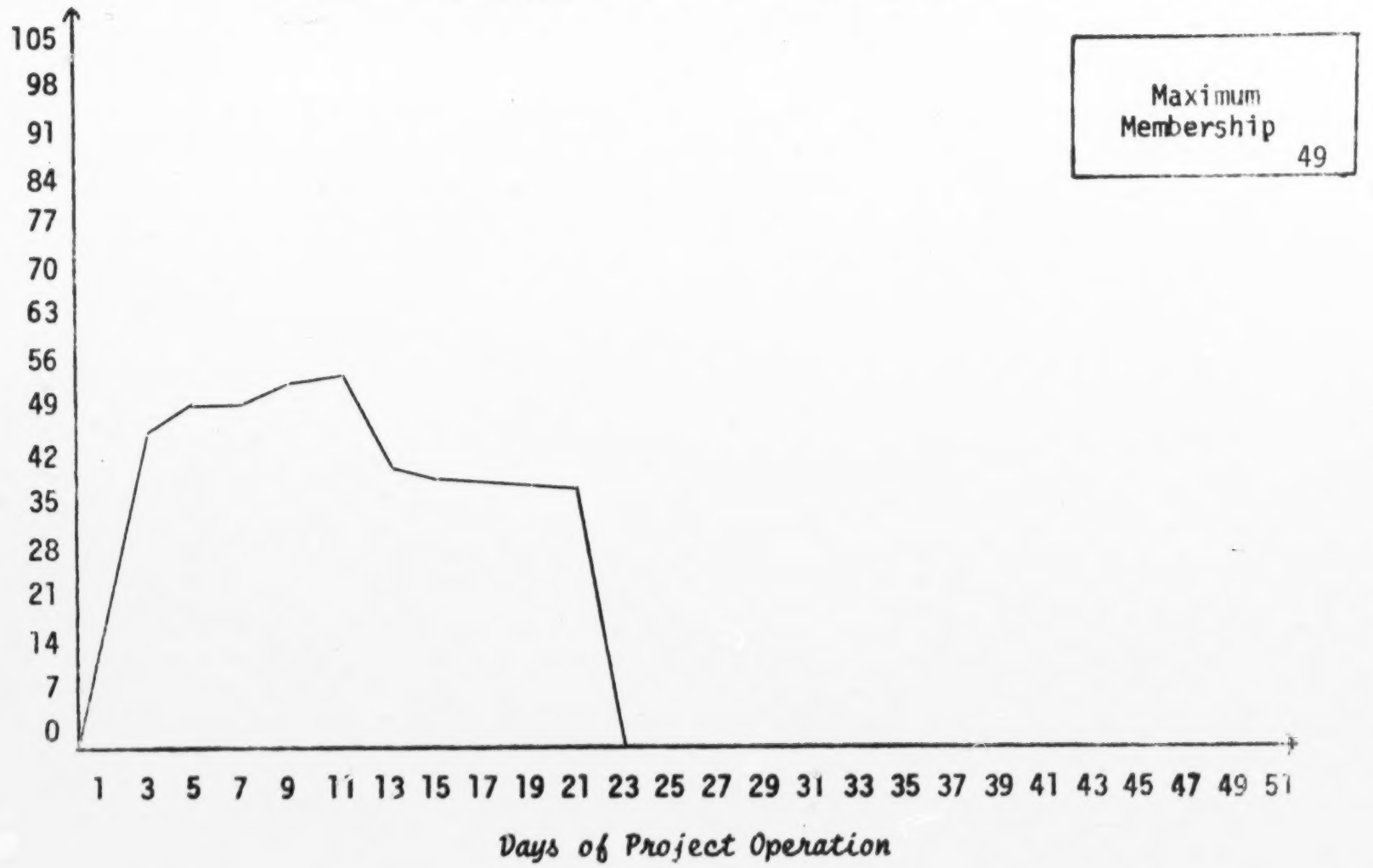
[1] This number indicates only total days of operation (not calendar days).

[2] This is the total number of students present for all the days the project was in operation.

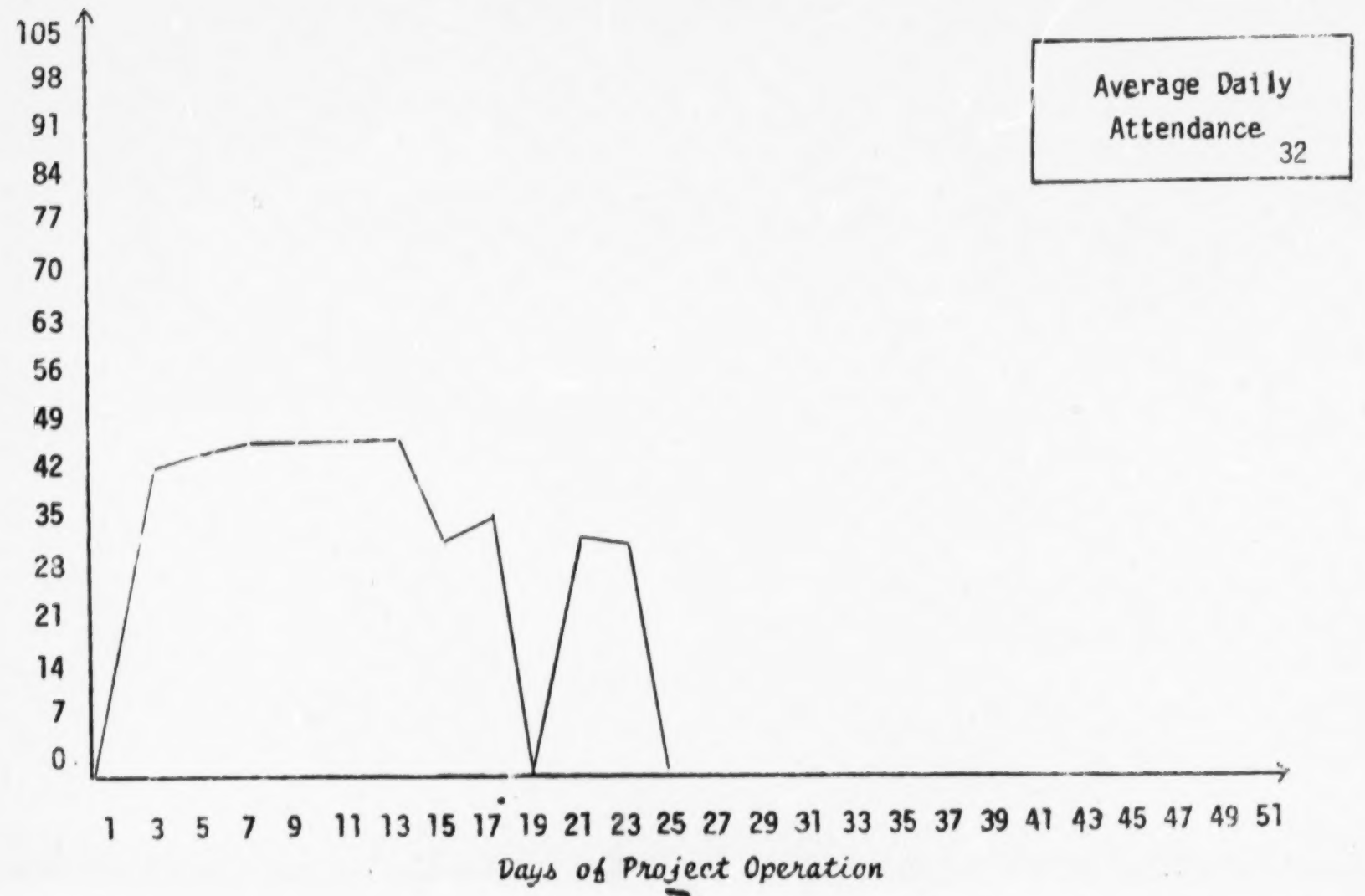
[3] This number reflects the average number of CALENDAR DAYS the student was enrolled.

PUPILS IN MEMBERSHIP BY DAYS OF PROJECT OPERATION

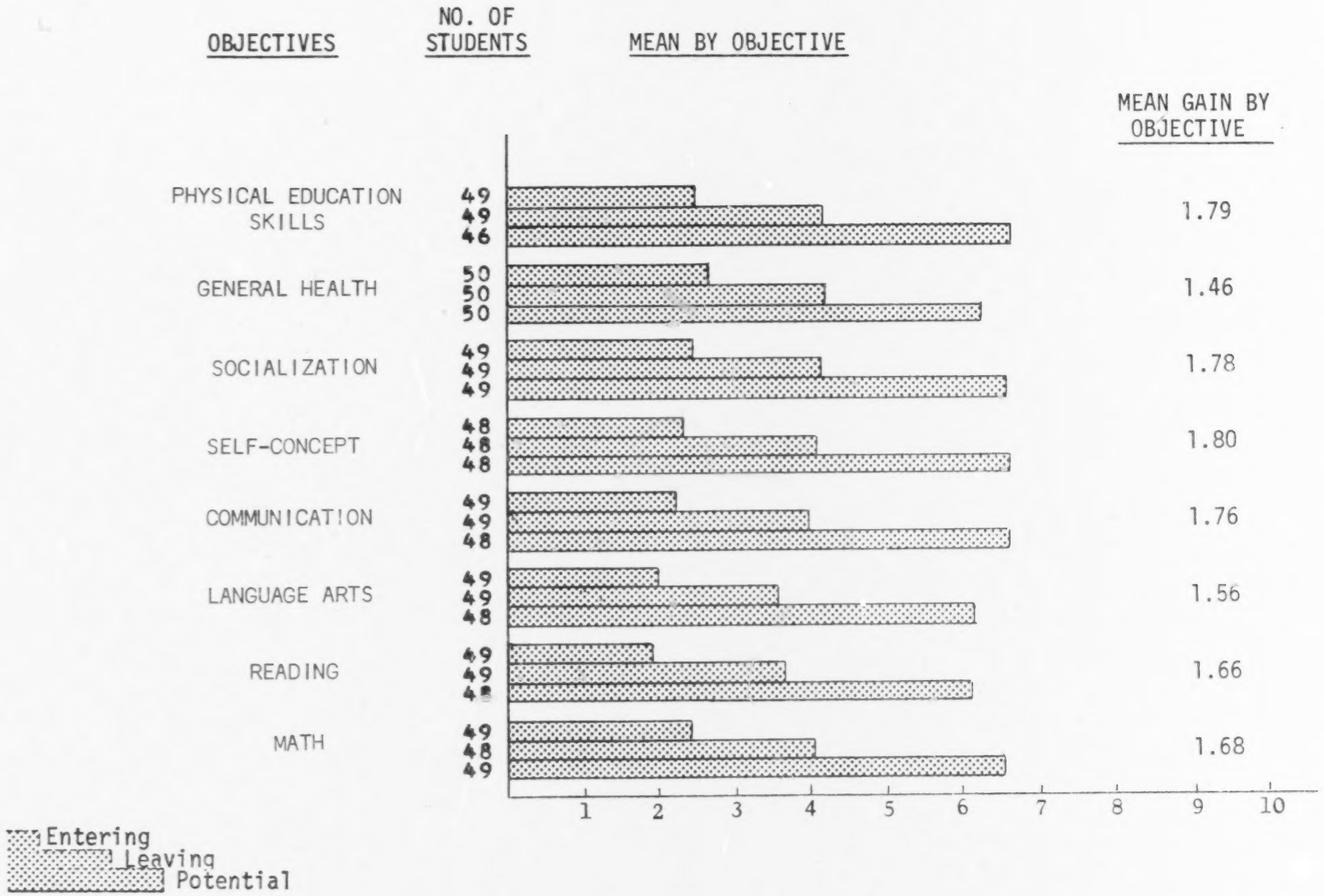
Carteret E.



PUPILS' DAILY ATTENDANCE BY DAYS OF OPERATION



CARTERET ELEMENTARY



STUDENT ACHIEVEMENT FROM GROWTH SCALES

B

CARTERET COUNTY SUMMER MIGRANT EDUCATION PROJECT
BEAUFORT CENTRAL SCHOOL
BEAUFORT, NORTH CAROLINA

Superintendent: T. L. Lee
Project Director: T. L. Davis
Project Coordinator: L. R. Johnson

Site Team Members: Y. A. Taylor
John Bolton
George Fleetwood

I. INTRODUCTION

The 1971 Evaluation of North Carolina's Summer Migrant Education Projects followed a pattern -- that of comparing performance to objectives -- which is currently being implemented in all areas of the State Department of Public Instruction's operations. In the early stages of the evaluation effort, the Division of Research and the Division of Planning in consultation with personnel from selected Program Services Divisions produced a handbook of specific student-oriented objectives which were adaptable to evaluation without the necessity of formalized tests. Draft copies of these handbooks were distributed to all project directors at the March 16th Grifton Conference for proposal planning. During the same period a national migrant committee was producing A Statement of Migrant Program Purposes. Subsequently, the eleven "objectives" which made up this statement were adopted by the North Carolina Migrant Programs as State Objectives. These also were passed along to project directors who were assured that the 1971 State evaluation would focus primarily on a comparison between objectives as presented in proposals and actual project operation as observed by two on-site teams during the summer's operation. This report also estimates the extent to which project operation conformed to State Objectives.

Directors were encouraged to write project objectives which would support State Objectives and to use sample specific objectives as guides for designing their instructional program. The Division of Research with the cooperation of the Division of Planning provided aid in preparation of objectives and program description for projects desiring these services as well as projects in which the contact was initiated at the direction of the State Migrant staff.

In order to obtain information relating to student objectives, a growth sheet was designed. Project personnel were asked to record attendance and other pertinent information on this form and to compare each migrant student's performance on nine objectives common to most migrant programs. The scales on this growth sheet were designed so that each teacher could use the range of performance of her regular classes as a benchmark for comparison of migrant students' performance and abilities. All teachers attending the Atlantic Beach Conference were trained in the use of the growth sheets.

Thus, the basis for this evaluation report is derived from: site reports by evaluation team members, growth sheets on each student, project proposals, descriptive federal reports completed by project directors, and State questionnaires filled out by two members of the local project staff.

STATE OBJECTIVES

Instructional Services

1. Provide the opportunity for each migrant child to improve communications skills necessary for varying situations.

2. Provide the migrant child with preschool and kindergarten experiences geared to his psychological and physiological development that will prepare him to function successfully.

3. Provide specifically designed programs in the academic disciplines (Language Arts, Math, Social Studies, and other academic endeavors) that will increase the migrant child's capabilities to function at a level concomitant with his potential.

4. Provide specially designed activities which will increase the migrant child's social growth, positive self-concept, and group interaction skills.

5. Provide programs that will improve the academic skill, pre-vocational orientation, and vocational skill training for older migrant children.

6. Implement programs, utilizing every available Federal, State, and local resource through coordinated funding, in order to improve mutual understanding and appreciation of cultural differences among children.

Supportive Services

7. Develop in each program a component of intrastate and interstate communications for exchange of student records, methods, concepts, and materials to assure that sequence and continuity will be an inherent part of the migrant child's total educational program.

8. Develop communications involving the school, the community and its agencies, and the target group to insure coordination of all available resources for the benefit of migrant children.

9. Provide for the migrant child's physical and mental well-being including dental, medical, nutritional, and psychological services.

10. Provide a program of home-school coordination which establishes relationships between the project staff and the clientele served in order to improve the effectiveness of migrant programs and in the process of parental reinforcement of student effort.

11. Increase staff self-awareness of their personal biases and possible prejudices, and upgrade their skills for teaching migrant children by conducting inservice and preservice workshops.

II. PROJECT OBJECTIVES

This project adopted the State objectives, as presented below, as guidelines for designing the summer migrant program.

1. Provide the opportunity for each migrant child to improve communication skills necessary for varying situations.

2. Implement programs, utilizing every available Federal, State, and local resource through coordinated funding, in order to improve mutual understanding and appreciation of cultural differences among the children.

3. Provide the migrant child with pre-school and kindergarten experiences that will prepare him to function successfully.

4. Provide specially designed programs in language arts, math, social studies, etc., that will increase the migrant child's capabilities to function at a level concomitant with his potential.

5. Provide specially designed activities which will increase the migrant child's social growth, positive self-concept, and group interaction skills.

6. Cooperate in intrastate and interstate communications for the exchange of student's records, methods, concepts, and materials to assure that sequence and continuity will be an inherent part of the migrant child's total education program.

7. Develop communications involving the school, the community and its agencies, and the target group to insure coordination of all available resources for the benefit of migrant children.

8. Provide for the migrant child's physical and mental well-being by including dental, medical, nutritional, clothing, and psychological services.

9. Provide a program of home-school coordination which establishes relationships between the project staff and clientele served in order to improve the effectiveness of migrant programs.

10. Increase staff self-awareness of their personal biases and prejudices, and upgrade their skills for teaching migrant children by conducting inservice and preservice workshops.

The following objectives are those which were set forth for use in the detailed description of Project Activities Section of the projects proposal. This list contains only a sample of these objectives pertaining to the various portions of the instructional program.

The main objective of this suggested migrant program is to fill the most pressing needs of the students. In order to fill the most important needs of the child, the program must be centered around the family life of the child. A home will be created from the classrooms available. The following rooms will be set up for the learning centers: living room and library for language arts, bedroom for health, recreational room for art, handicraft, music, and science, kitchen and dining room for meals, health, and social studies.

Physical Education

1. To develop the coordination and general health of the child through physical exercise.

2. To promote enjoyable group activities, good sportmanship and a sense of fair play.

Mathematics

1. To stimulate motivation in working with numbers.

2. To create a foundation in math which can be used in day-to-day experience.

Social Studies

1. To practice living together in a home-like environment.

2. To provide a better relationship between the home, school, and community.

Science

1. To stimulate curiosity in the student's surrounding.

2. To provide an opportunity to participate in experiments.

Health

1. To improve the health of each child through access to professional health services.

2. To promote better health by showing the need for good health habits.

Arts and Handicraft

1. To introduce the child to many types of materials and techniques.

2. To include all students in a form of artistic expression in which they meet some success.

Music

1. To provide time for musical activities each day.

III. INSTRUCTIONAL PHASE

The Carteret Migrant Program operated at the Beaufort Central School. Seven rooms of the school were used for instruction, eating, resting, physical education, and other activities. Of an estimated sixty-five children, forty-nine were enrolled. The less than anticipated enrollment was attributed largely to the fact that there was a crop failure in Florida during the winter of 1970 and 1971 and many of the workers were unable to bring their families to Carteret County. Children were in the 4 1/2 to 12 year-old category. Grade placement was achieved through teacher judgement, age, prior enrollment, and simple evaluative tests. Children were separated into three groups; pre-school and kindergarten, grades 1-3 and grades 4-6.

The basic curriculum included science, social studies, social behavior, mathematics, reading, physical education, arts and crafts, language arts, music and health. The approach to instruction was unstructured in accordance with the home at school theme. The program provided a great deal of individualized instruction. Within the school, one room was designed as a living room, while another was called the all-purpose room. Within the living room, the children were allowed to sit on the rug in a group around the teacher. Evaluators observed that three different activities were occuring simultaneously in this room on the day of their visit. The living room also contained a television as part of its equipment. Instruction was given by group interaction rather than lectures. Teachers used praise as an incentive to learning.

The social studies portion of the program was also conducted in a home-like environment. Children were encouraged to ask questions based on their experiences and field trips and instruction was presented in an informal relaxed way.

Social behavior was stressed as part of the social phase. The children were encouraged to exhibit good manners and polite behavior at meal-times and in the classrooms. It was observed by evaluators that most of the children were quite willing to share and that the good manners exhibited by the children indicated the staff's emphasis on this phase of the project.

In mathematics, flash cards were used extensively to reinforce learning. Several classroom games were also used in developing mathematical comprehension. Children learned various counting routines and how to apply their mathematical knowledge in following a recipe, measuring, etc.

In the language arts section, the younger children were assembled in the living room after field trips. Site Team members observed that the children, themselves, discussed what the trip had meant to them and the importance of the outing. By allowing the children to select words in expressing their experiences, the teacher was able to build on and reinforce their vocabulary. The older children were utilizing tape recorders to strengthen their language development. Although some of the students were hesitant about reading into the recorder in the beginning, they adapted quite rapidly to this system of language arts instruction. Evaluators also observed that to help the children in this exercise, prepared statements were used. It was explained by staff that the children recorded their own messages as soon as they became familiar with the process and the machine. Letter writing was also emphasized as a means of teaching language development.

The science portion of the curriculum was felt to be somewhat inadequate by the evaluators. Although some simple demonstrations were conducted, it was felt that the natural curiosity of the children was not tapped. Few manipulative articles were in evidence and many of the tables used were too high for the younger children to use.

The arts and handicraft section appeared to be an important part of the children's day. Paper and other materials appeared to be at a premium. Many of the childrens art work (drawings and pictures) were displayed. The art portion encouraged both individualized and group orientation production.

Music was greatly enjoyed by all the children. They were instructed in rhythm as it related to music. A band was formed, wherein each child was given a rhymic instrument and shown how to keep a beat with the music. Evaluators observed that all the children were given instruments and many of the older children assisted the younger children. Simple melodies and songs were introduced through the use of a piano, records, and tonettes.

Health instruction by the nurse was part of the program design. A regular classroom served as a health room. This room contained chairs and the instruction was by means of lectures, films, and demonstrations. The nurse supplied each child with a health kit and had the teachers help the children make health booklets to take home with them. Mealtime was also emphasized in this portion of the curriculum as it afforded an opportunity to demonstrate the need for proper nourishment.

The offerings in the physical education section of the program were somewhat limited. On the day of the site team visit the children did not utilize the gymnasium of an adjacent school. Both older and younger children were involved in unstructured free play. There were tricycles, scooters, wagons, and limited playground equipment. All of these items were in extremely poor condition. Evaluators were told that the wheeled toys were donated to past projects. It was felt that the heat may have limited strenuous physical activities.

In addition to the specific "class" instruction, there were also some large group activities for films, music, etc. The children were also

taken on a number of field trips to such places as Fort Macon, Emerald Isle, Hampton Museum, Atlantic Beach, and Beaufort.

The children were appreciative of the informal atmosphere of the program. The children especially exhibited keen interest in the area of art and music. The evaluators sensed that the children were happy and responded quite well to the entire staff in all situations.

IV. SUPPORTIVE SERVICES

Transportation was provided from the camps to the schools and for field trips. Breakfast and lunch were served to all participants each day and clothing, which was desperately needed, was also provided. Individual lockers were provided for the children to store personal belongings.

Health services were very comprehensive. A full-time nurse was employed by the program and in addition to instructing the children in health areas, she also made a daily thermometer check, throat inspection, eye inspection, nose inspection, and an inspection for sores, bites, poison ivy and worms. The nurse also supplied each child with a health kit. A specific time was also set aside each day for the younger children to rest. The Carteret County Health Department provided services in X-Ray, sanitation, innoculations against smallpox, diptheria, lock jaw, round worms, and other infectuous diseases. This Department and the State Health Department also treated several emergency cases during the summer.

All reporting requirements of the Student Transfer Record System were met.

The staff was unable to attend the Atlantic Beach Conference due to the starting date of the project but the program served as a model for Conference participants. Representatives of the staff attended the Virginia Beach Conference,

the Behavior Modification Conference, and the Grifton Planning Conference. Instruction in the use of supplemental materials was also received at the Grifton Center. In-service training included on-the-job experience and a visit to another project. Post-service training consisted of the evaluation of the program.

Other agencies served the migrant population and were directly and indirectly supportive of the program in various ways. The Council of Churches provided emergency food, transportation of the ill; and job placement in some cases. The State and local Departments of Social Services notified the USDA Commodity Distribution Center concerning food for eligible migrants. The Carteret County Community Action Organization provided transportation for the ill, emergency food, medical care, financial aid and clothing. Members of the Longshoremen and Bogue Bank Ministry furnished transportation for sick and injured laborers, and helped with field trips for the children. The Neighborhood Youth Corps provided aides to the program. The aides were cited as being outstanding and extremely beneficial to the program.

V. OTHER SERVICES

Community support of the program was good. As mentioned in the previous section, a number of local agencies provided services essential to the program. A County Migrant Council was established. This Council included all of the organizations mentioned previously and it was reported that within the Council there "was great group participation and involvement." Several community parents served as teacher helpers and many local citizens assisted on field trips and during recreational activities.

Migrant parents participated in the program. Parents aided in planning activities for scheduled field trips, supervision of the children,

transportation and making suggestions for the total planning of the program. The Project Coordinator was extremely instrumental in strengthening the link between the migrant community and the program. The coordinator did an excellent job of locating and recruiting migrants for the program and evaluators observed that both children and parents trusted and respected him a great deal.

Information concerning relations between growers and the project was not obtained during the visit.

Dissemination of information was conducted in numerous ways. Newspaper articles on all phases of the program were used. Lectures to interested groups were given. Invitations were extended to children from surrounding areas to visit the school and participate with the migrant children. The State Supervisor of Migrant Education, local director, and one teacher presented a program on migrant education within the community. An hour videotape program was made. Many group and individual pictures along with letters were used in the production of a Carteret County Migrant Education Booklet. Project personnel visited community leaders, migrants, growers, churches, civic clubs and service agencies.

I. DISCUSSION OF PROJECT ACTIVITIES

Evaluators attributed the success of the program to the atmosphere of the home-like environment; and equally important to the attitude of all the staff members. Staff members were cited by evaluators as being extremely sensitive to the needs of the children. It was observed that most of the children demanded a great deal of attention and the staff supplied this in meaningful ways. Evaluators also commended the teachers for allowing freedom in the classroom and at the same time maintaining respect for the program and the teachers. The project coordinator, in particular, was cited by evaluators as doing an excellent job in coordinating home-school relations and recruiting children for the program.

The nurse was also observed to be doing a fine job in treatment and instruction. Some site team members did feel, however, that since regular health instruction was conducted, opportunities should be provided for the nurse to develop presentations more in line with the project's theme of home at school.

Apparently more emphasis was placed on instruction than in previous years, but the children readily adjusted to this change. Instruction in all areas was judged adequate although in some cases, evaluators felt benefits could have been obtained from speedier pacing of the instruction. Evaluators also felt that a wider range of printed materials could have been provided although an excellent job had been done in introducing "book shy" children to reading. More group games could have been used to support the instructional program as well as to supplement physical education during extremely hot weather.

Community agencies provided some extensive services although it was reported that these services were somewhat less than in previous years.

Clothing was a dire need of many of the children. Evaluators noted on their early visits that clothing was badly needed and its purchase was made almost immediately.

The project thus was viewed by the evaluators as satisfactorily meeting all local objectives except for science and to a lesser degree physical education. The project in general was well within the scope of the State objectives.

II. RECOMMENDATIONS

Local Staff Recommends:

1. Providing more time for preparation of the program.
2. Providing more equipment.
3. Expanding the program to include students in the 14-21 age category.

Evaluators Recommend:

1. Lengthen the project slightly in order to provide more time for pre-planning and evaluation.
2. Providing more equipment for physical education.
3. Consider a program which would provide for older migrant children.
4. Providing interest centers at a height suitable for the younger children.
5. Stronger emphasis on individual responsibility (running equipment, independent reading, etc).
6. Assigning more duties to the aides.
7. Providing for more group games.
8. Introducing the children to ideas which are somewhat foreign to their own personal experiences.

A

COLUMBUS ELEMENTARY
Summer Migrant Education Evaluation
1971 Evaluation

Program Operation Dates: June 21 - August 4
Days & Hours Operated: 4:00 p.m. - 9:00 p.m. M T W T F
[1]Total Days of Operation: 33
Estimated Enrollment: 103
Actual Enrollment: 162

[2]Average Daily Attendance: 98
[2]Sum of Daily Attendance: 3238

Type of Migrant:
Interstate: 29
Intrastate: 44
5 Year Provision: 89

[3]Average Length of Membership: 37
Maximum Membership: 161

Migrant Students Traveling in Family Groups: 133 Girls: 71 Boys: 91

PROJECT STAFF AS REFLECTED BY PROPOSAL PLUS "VOLUNTEERS"

Full-Time	No.	Percent of time Paid	Part-Time	No.	Percent of time Paid
Center Coordinators	2	100%	Director	1	50%
Teachers	2	100%	Bus Driver	4	50%
Secretary/Bookkeeper	1	100%			
Clerical Assistants	2	100%			
Home-School Coordinator	1	100%			
Custodians	2	100%			
Lunchroom Workers	4	100%			
Teacher Assistants	4	100%			

Total full-time equivalent paid staff: 20.5
Teacher-pupil Ratio: 1 : 81.0
Staff-pupil Ratio: 1 : 7.9

Number of Students by Age

Age:	7	8	9	10	11	12	13	14	15	16	17	18	19
Number:	7	6	14	25	15	27	20	14	14	11	5	1	3

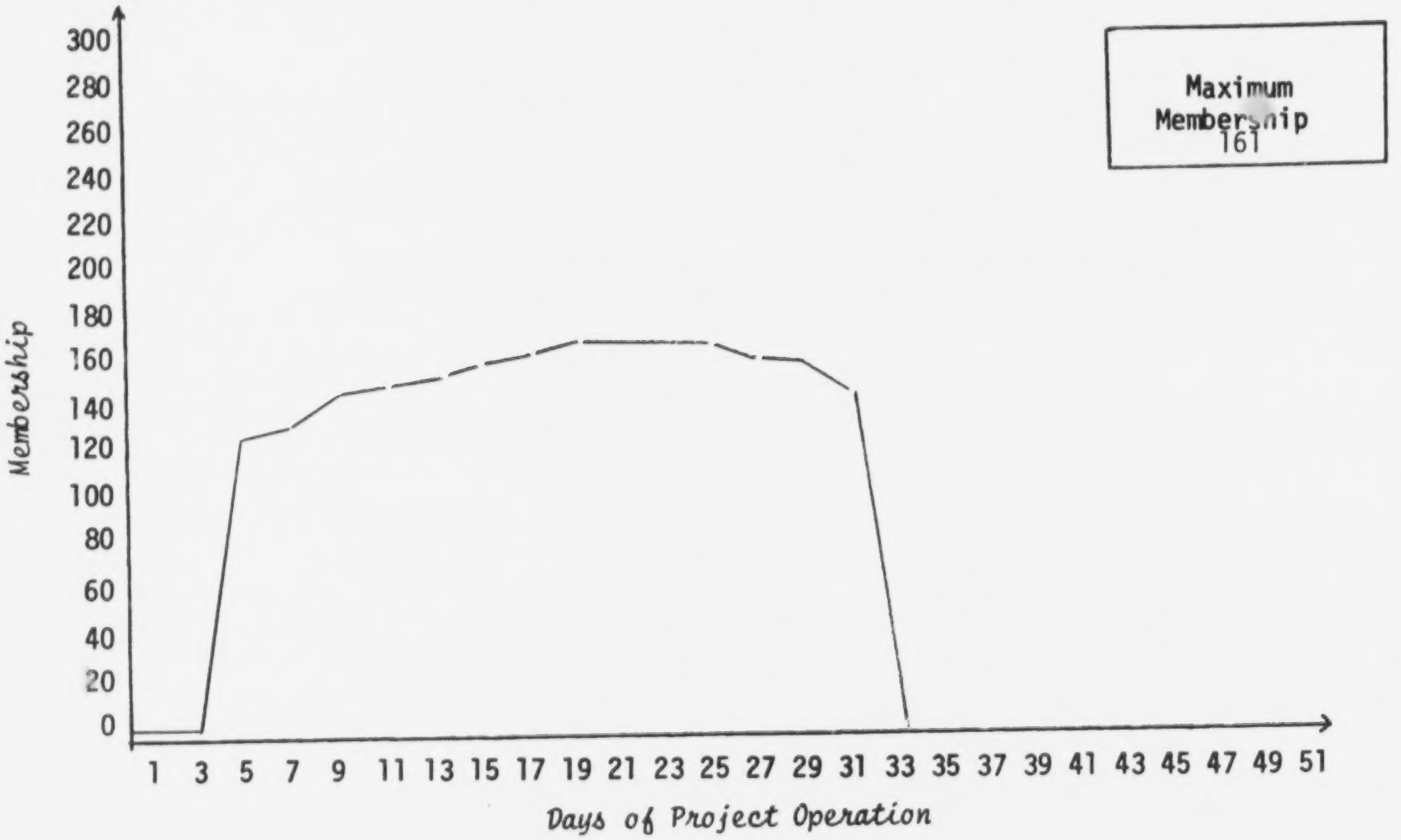
Average Age of Student: 12.1

[1] This number indicates only total days of operation (not calendar days).

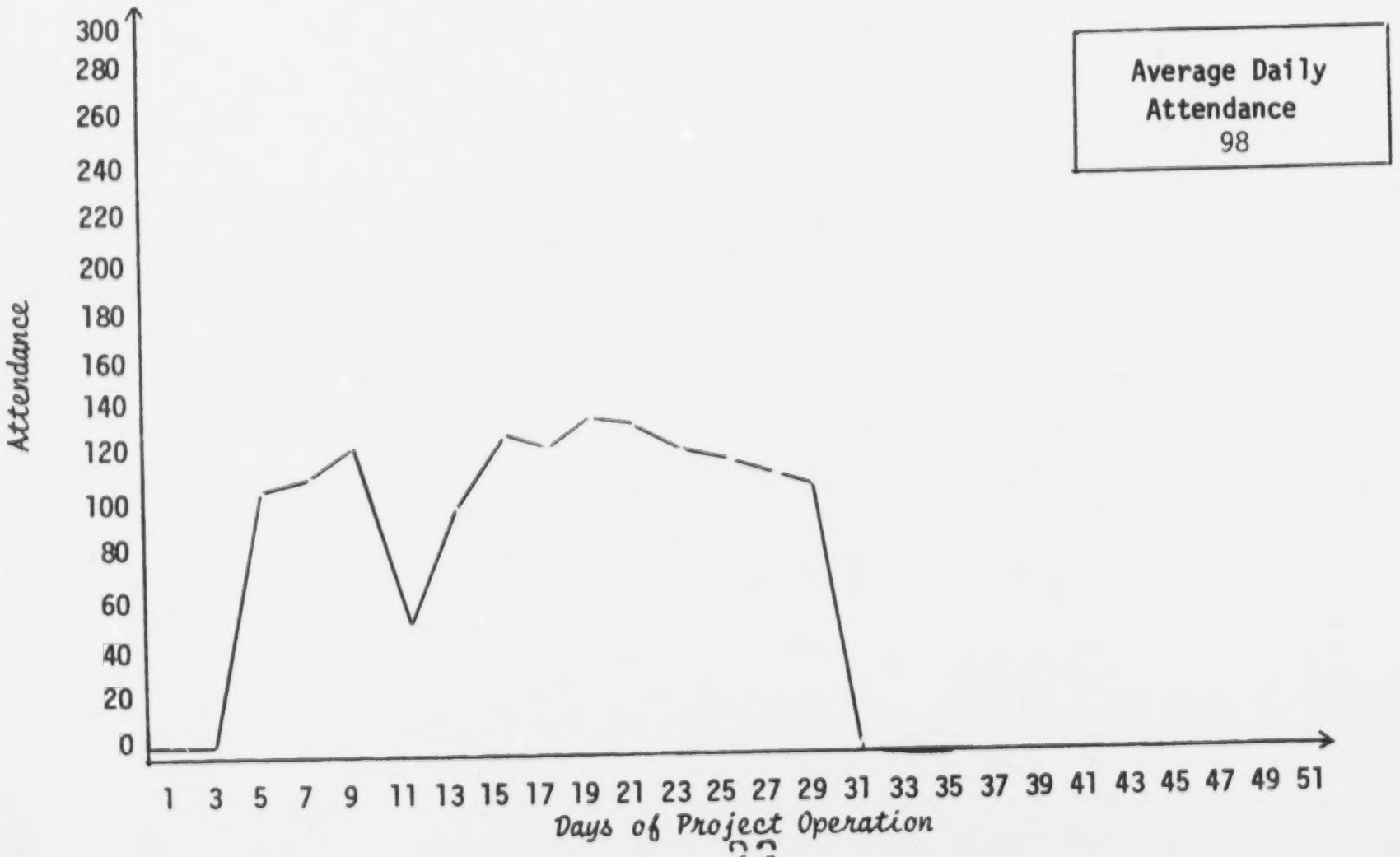
[2] This is the total number of students present for all the days the project was in operation.

[3] This number reflects the average number of CALENDAR DAYS the student was enrolled.

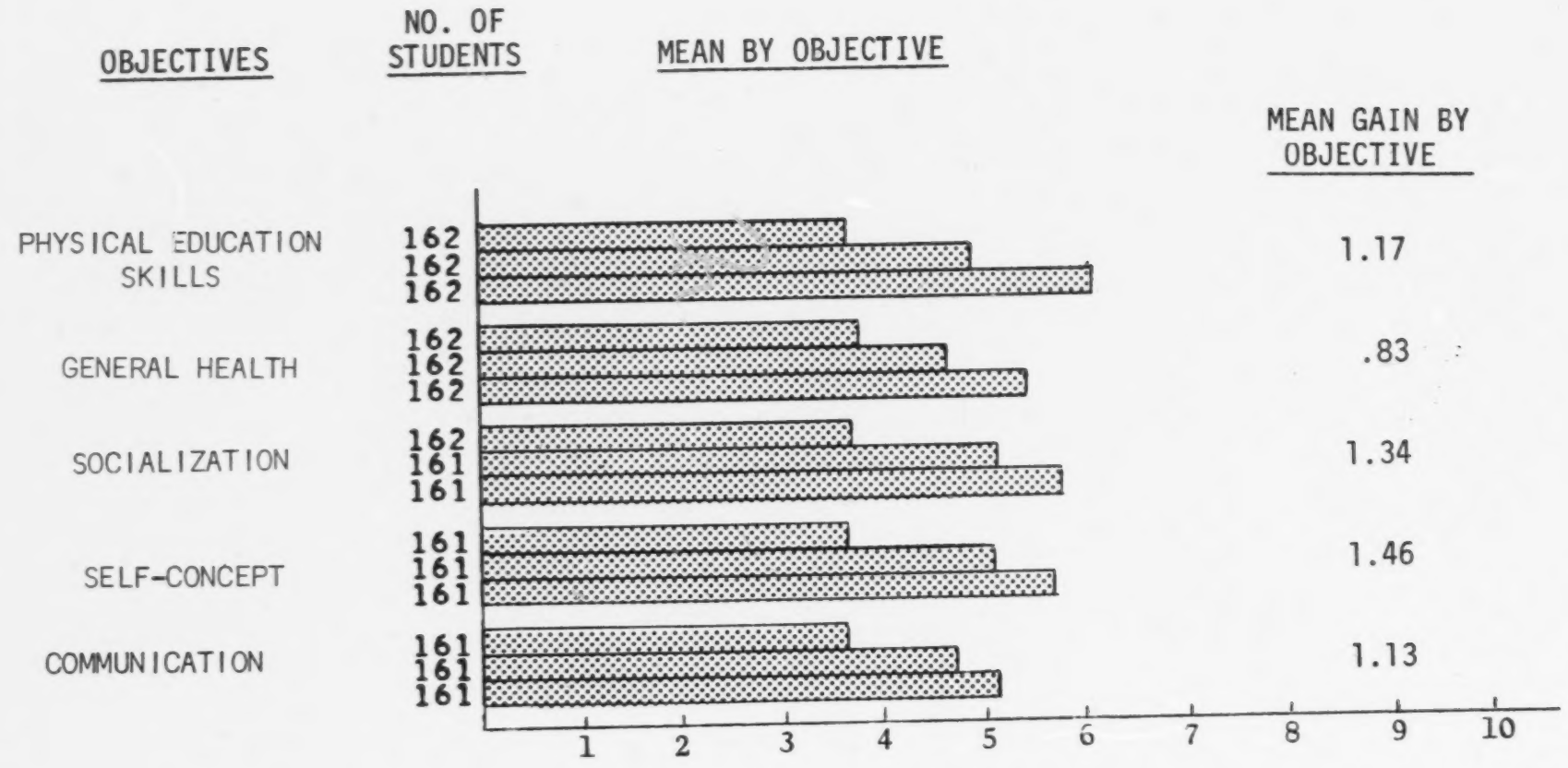
PUPILS IN MEMBERSHIP BY DAYS OF PROJECT OPERATION Columbus E.



PUPILS' DAILY ATTENDANCE BY DAYS OF OPERATION



COLUMBUS ELEMENTARY



STUDENT ACHIEVEMENT FROM GROWTH SCALES

B

COLUMBUS COUNTY SUMMER MIGRANT EDUCATION REPORT
NAKINA SCHOOL, NAKINA NORTH CAROLINA
CERRO GORDO SCHOOL, CERRO GORDO, NORTH CAROLINA

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I. INTRODUCTION

The 1971 Evaluation of North Carolina's Summer Migrant Education Projects followed a pattern -- that of comparing performance to objectives -- which is currently being implemented in all areas of the State Department of Public Instruction's operations. In the early stages of the evaluation effort, the Division of Research and the Division of Planning in consultation with personnel from selected Program Services Divisions produced a handbook of specific student-oriented objectives which were adaptable to evaluation without the necessity of formalized tests. Draft copies of these handbooks were distributed to all project directors at the March 16th Grifton Conference for proposal planning. During the same period a national migrant committee was producing A Statement of Migrant Program Purposes. Subsequently, the eleven "objectives" which made up this statement were adopted by the North Carolina Migrant Programs as State Objectives. These also were passed along to project directors who were assured that the 1971 State evaluation would focus primarily on a comparison between objectives as presented in proposals and actual project operation as observed by two on-site teams during the summer's operation. This report also estimates the extent to which project operation conformed to State Objectives.

Directors were encouraged to write project objectives which would support State Objectives and to use sample specific objectives as guides for designing their instructional program. The Division of Research with the cooperation of the Division of Planning provided aid in preparation of objectives and program description for projects desiring these services as well as projects in which the contact was initiated at the direction of the State Migrant Staff.

In order to obtain information relating to student objectives, a growth sheet was designed. Project personnel were asked to record attendance and other pertinent information on this form and to compare each migrant student's performance on nine objectives common to most migrant programs. The scales on this growth sheet were designed so that each teacher could use the range of performance of her regular classes as a benchmark for comparison of migrant students' performance and abilities. All teachers attending the Atlantic Beach Conference were trained in the use of the growth sheets.

Thus, the basis for this evaluation report is derived from: site reports by evaluation team members, growth sheets on each student, project proposals, descriptive federal reports completed by project directors, and State questionnaires filled out by two members of the local project staff.

STATE OBJECTIVES

Instructional Services

1. Provide the opportunity for each migrant child to improve communications skills necessary for varying situations.

2. Provide the migrant child with preschool and kindergarten experiences geared to his psychological and physiological development that will prepare him to function successfully.

3. Provide specifically designed programs in the academic disciplines (Language Arts, Math, Social Studies, and other academic endeavors) that will increase the migrant child's capabilities to function at a level concomitant with his potential.

4. Provide specially designed activities which will increase the migrant child's social growth, positive self-concept, and group interaction skills.

5. Provide programs that will improve the academic skill, pre-vocational orientation, and vocational skill training for older migrant children.

6. Implement program, utilizing every available Federal, State, and local resource through coordinated funding, in order to improve mutual understanding and appreciation of cultural differences among children.

Supportive Services

7. Develop in each program a component of intrastate and interstate communications for exchange of student records, methods, concepts, and materials to assure that sequence and continuity will be an inherent part of the migrant child's total educational program.

8. Develop communications involving the school, the community and its agencies, and the target group to insure coordination of all available resources for the benefit of migrant children.

9. Provide for the migrant child's physical and mental well-being including dental, medical, nutritional, and psychological services.

10. Provide a program of home-school coordination which establishes relationships between the project staff and the clientele served in order to improve the effectiveness of migrant programs and in the process of parental reinforcement of student effort.

11. Increase staff self-awareness of their personal biases and possible prejudices, and upgrade their skills for teaching migrant children by conducting inservice and preservice workshops.

II. PROJECT OBJECTIVES

1. To provide appropriate instructions and encourage pupil participation in discussions on the relationship of sleep, rest, work and exercise to good health.

2. To provide films or a series of still pictures and encourage pupils to select and explain those situations which are dangerous or hazardous.

3. To provide appropriate instructions on communicable disease and immunization and encourage pupils to explain his concept of disease communication and immunization.

4. Through demonstrations and a series of pictures encourage pupils to distinguish between good and poor posture habits.

5. Encourage each pupil to voluntarily compete in one sport with a group of his peers.

6. To provide organized group sports (basketball, volleyball, baseball, or softball) where the child will have an opportunity to perform successfully.

7. To compile a list of rules and a brief description of a sport and pupils to identify the sport to which they apply.

8. To permit the pupils to illustrate his familiarity with group games by forming and leading a group for a desired activity.

III. INSTRUCTIONAL PROGRAM

This was the first year of operation for Columbus County Migrant Project. Programs were operated at two centers; Cerro Gordo and Nakina. The two facilities were operated in the same fashion except that Nakina had access to the gymnasium and library while the Cerro Gordo program utilized only the gymnasium and foyer. Classrooms were not available for the program at either school. Estimated enrollment was exceeded by actual enrollment. Most students were in the fourth to eighth grade category. Grouping was accomplished by age and teacher opinion.

The program was begun at 4:30 or 5:00 p.m. each afternoon and students were dismissed at about 7:45 p.m. A typical evening's schedule consisted of physical education from 4:30 or 5:00 p.m., then a film or discussion for approximately half an hour, free time for reading books or magazines, listening to records, or working on art or crafts projects, and a shower and dismissal at 7:45 or 8:00 p.m.

The program was initially designed to teach the fundamentals and importance of good health and physical education but these offerings were broadened once the program began. Adequate instructional materials were provided in the areas of art, crafts, reading, music and science for exploratory purposes.

Learning centers set up at both schools were equipped with tape recorders, tape cassettes, phonograph with earphones, overhead projector, and science kits. It was observed by evaluators that while many of the older students were engaged in group physical education the younger students were allowed to use the facilities and materials within the learning centers. Although a light drizzle, this particular evening may have partially accounted for the fact that the younger students sought out the learning centers, the evaluators felt that the students exhibited a genuine interest in learning.

During the physical education session evaluators observed that the program began with a few calisthenics to music, then when the boys were limbered up, the younger ones had a basketball relay while the older boys engaged in a basketball game. Cooperation, fair play and good sportsmanship were demonstrated by the boys engaged in play.

Other activities within the Physical Education schedule included tumbling, ping pong, softball, horseshoes, shuffleboard and volleyball.

After dinner the younger boys engaged in various craft projects while the older boys were assembled for a film entitled "From Boy to Man." A discussion was held at the film's conclusion. Other filmstrips used this summer emphasized personal hygiene, disease prevention, first aid, etc. It was observed that the older boys had made several posters relating to good health. When movies were not shown instruction was given in proper hygiene, importance of proper diet, regular dental and medical checkups, first aid procedures and health instructions pertinent to each student. The boys and girls were separated from the younger ones. This gave students an opportunity to discuss the films and instruction with these on their own level. The health instruction was designed to strengthen social growth, positive self-concept and group interaction skills.

A sewing center, complete with sewing machines and donated material, was set up for the girls to learn basic procedures of sewing. This center was available for the girls to use when the boys were involved in physical education activities or during free time.

During the free time session of the program, many students utilized the learning centers for both educational and relaxation purposes. Several small instructional activities were also evident. The older boys were shown how to correctly fill out application for employment, write checks and apply for drivers licenses. Small games (checkers, cards, etc.) and magazines were also available for the students at this time.

Students participated with keen interest in the program. Several of them expressed the sincere wish that this particular mode of learning

would continue during the regular school year.

IV. SUPPORTIVE SERVICES

Due to the program's design, some of the supportive services were incorporated with the instructional phase. Bus transportation was provided to and from the center. To comply with county regulations, however, the program had to end its session in time each evening to allow for the thirty minute ride back to the camps and time for the bus to be checked in before dark. A type "A" dinner was served each evening and shower facilities were available to all students enrolled. Local merchants donated money to buy tennis shoes and the girls in the sewing class produced several articles of wearing apparel. The Project provided gym sheets and towels to all enrolled in the program.

The health phase of the program was conducted primarily through instruction. Students were instructed in such things as the importance of physical fitness, personal hygiene, diet, and rest/sleep. Techniques of good grooming as related to skin care, dental needs and hair treatments were discussed. Prevention of disease, through regular check-ups, and immunizations were covered within the instruction. The students received information on places to go if they had a health problem that required the aid of a professional; but the program staff did not actually coordinate with the health and welfare department. The staff felt that in the area of health services, there was a need for psychological services and more extensive health services coordination.

Records were kept on each migrant enrolled in the program. All required information was transmitted to the state office.

For pre-service training the staff attended the Development Conference at Atlantic Beach and a workshop at Grifton, N. C. Local workshops provided the staff with information in the area of audio visual techniques and the use of instructional materials. Another workshop was held at the termination of the program to enable the staff to evaluate the program.

Private citizens contributed magazines, local churches contributed literature, a local textile plant donated material for the girls to use in their sewing class, sample products were donated for each child by Avon Cosmetics, motels contributed small bars of soap for each child, merchants donated small favors to be given to the children for various occasions, and the banks contributed blank checks for the students to use as samples in learning the correct procedures of writing and endorsing checks.

V. OTHER SERVICES

Coordination with other agencies was fairly good. General supervisors employed by the LEA for the regular program assisted Title I personnel in achieving coordination between the regular program and the special programs for migrant children. The Federal lunch programs, Title I programs and the State Transportation Program serve the migrants during the regular school year.

The community's reaction to the program was varied. Evaluators sensed that some of the older people viewed the program with alarm. The acting director told evaluators that in the beginning he had not wanted a program at all, but at the programs end he was talking about ideas which could be incorporated into next year's program. Efforts to initially locate

migrants through school system were unsuccessful; staff members spent three days personally visiting the camps, explaining the program and locating children. Several team members reported to evaluators that sometimes cars would drive onto the premises to observe the program in action. As mentioned previously, some of the younger people in the community volunteered their time and talents to assist the staff as aides. Several private citizens, local churches, motels, banks and a textile plant donated various items to the program.

The program received support from most of the growers. The growers seemed to feel that the recreational facilities, meals, showers, etc. were an assistance to them and also made the area more attractive to migrants. Often times growers drove students who worked late, to the center so that they would not miss the entire evening's program. The acceptance of the program by the growers has in turn resulted in better community relations for the program.

Parents reaction to the program was judged fair. The migrant community accepted the program to the extent that there was a lot of interest that there would be such a program, especially for older elementary students. Parents were consulted by the staff and permission was obtained from each parent who had a child eligible for the program, to participate. Parents were invited to attend the planning sessions but most failed to do so. This was partially attributed to the fact that the program was new and many parents were just too unfamiliar with it to assist.

Most of the information, besides that given through word of mouth, was disseminated through the local newspapers, vidio tapes, slides, and written evaluations required by the state.

I. DISCUSSION OF PROJECT ACTIVITIES

The program's scope was wider than indicated by the project objectives. This was due to the staff's efforts to adjust the program to fit the needs of all the children.

Evaluators attributed the program's success to the effort, ingenuity, dedication and coordination of the staff members. The staff taught, did home school coordination, kept records and procured materials and literature from many local businesses. It was observed that the staff members knew the children by name and had excellent rapport with them. The staff expanded the program to meet the needs of the children, rather than pushing the students into the few existing activities.

Another strength of the program was in the area of race. Although it was felt that many of the local people were against the program for this reason, evaluators noted that there were no racial overtones within the program itself. Different ethnic groups were enrolled within the program and students mingled freely with one another. The staff did an excellent job of exhibiting warmth and concern, and consequently the students responded without fear or hesitation to the program and the staff.

Three of the activities, meals, showers and health instruction were available to all students regardless of irregular attendance. Some students were unable to complete a craft project because of their infrequent attendance. The health instruction was divided into units so the students could participate and learn regardless of previous attendance. The "casual" introduction of additional activities and instruction insured too that the program was sufficiently flexible for students who could nct always be present as well as for those attending after working all day.

One of the problems of the program was the time element. The program did not usually begin until 4:30 or 5:00 and had to close in time for the students to be back to their camps before dark. When the weather was bad, this time, of course, came earlier. The staff because of its imagination and dedication could easily have well utilized more time. A concern on the part of some evaluators was directly related to the time allotment in that they were anxious about the fact that a less ingenious staff might become pressured by the time element and decrease the amount of flexibility and turn the instruction into a "telling " sort of instruction, because it is faster, rather than a flexible system of working things out together. This problem could also be reduced somewhat if during next year's program, permission may be obtained from the county to use the buses after dark. The restriction put on the buses use after dark completely ruled out any possibility of extending the hours past the eight o'clock mark for this summer's program.

II. RECOMMENDATIONS

The Local Staff Recommends:

1. Earlier approval and more time for planning.
2. Providing a course in woodworking for the older boys.
3. Adding more personnel.

The Evaluation Team Recommends:

1. Provide more facilities than the gymnasium and foyer for the program.
2. Consider methods of lengthening the hours of project operation.

3. Implement reading and oral communication skills as part of the instructional program.

4. Continue to work towards improving community relations.

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HALIFAX ELEMENTARY
Summer Migrant Education Evaluation
1971 Evaluation

Program Operation Dates: June 14 - July 27
[1]Days & Hours Operated: 8:00 a.m. - 1:00 p.m. M T W T F
[1]Total Days of Operation: 31
Estimated Enrollment: 252
Actual Enrollment: 155

[2]Average Daily Attendance: 112
[2]Sum of Daily Attendance: 3486

Type of Migrant:
Interstate: 1
Intrastate: 142
5 Year Provision: 12

[3]Average Length of Membership: 37
Maximum Membership: 144

Migrant Students Traveling in Family Groups: 154

Girls: 83
Boys: 72

PROJECT STAFF AS REFLECTED BY PROPOSAL PLUS "VOLUNTEERS"

Full-Time	No.	Percent of time Paid
Coordinator	1	100%
Teachers	9	100%
Teacher Aides	6	100%
Bus Drivers	3	100%
Custodians	2	100%
Lunchroom Workers	6	100%

Part-Time	No.	Percent of time Paid
Director	1	5%

Total full-time equivalent paid staff: 27
Teacher-pupil Ratio: 1 : 17.2
Staff-pupil Ratio: 1 : 5.7

Number of Students by Age

Age:	*	5-	5	6	7	8	9	10	11	12	13	14	18
Number:	1	6	30	34	21	11	16	8	13	7	5	2	1

* Age Not Indicated

Average Age of Student: 7.6

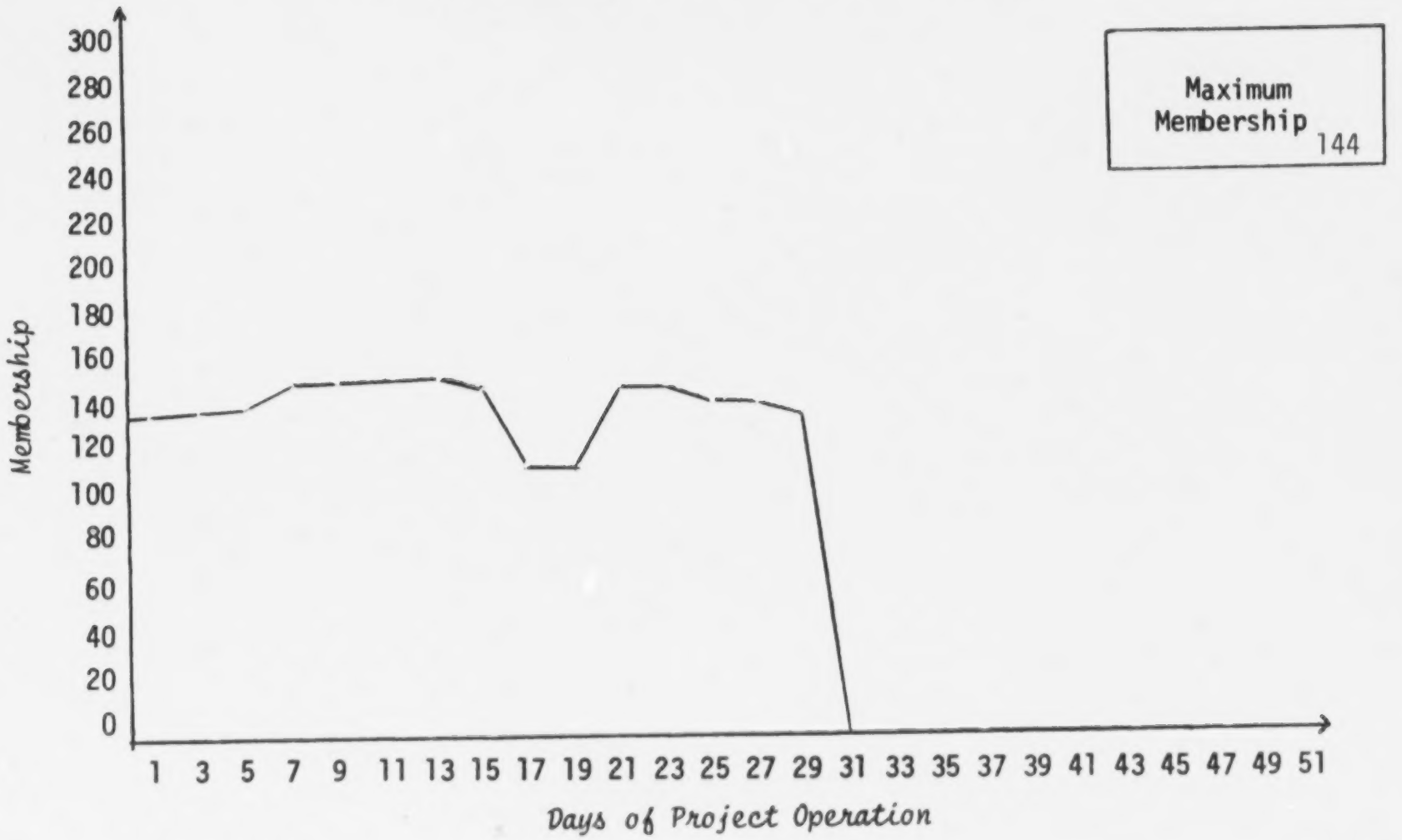
[1] This number indicates only total days of operation (not calendar days).

[2] This is the total number of students present for all the days the project was in operation.

[3] This number reflects the average number of CALENDAR DAYS the student was enrolled.

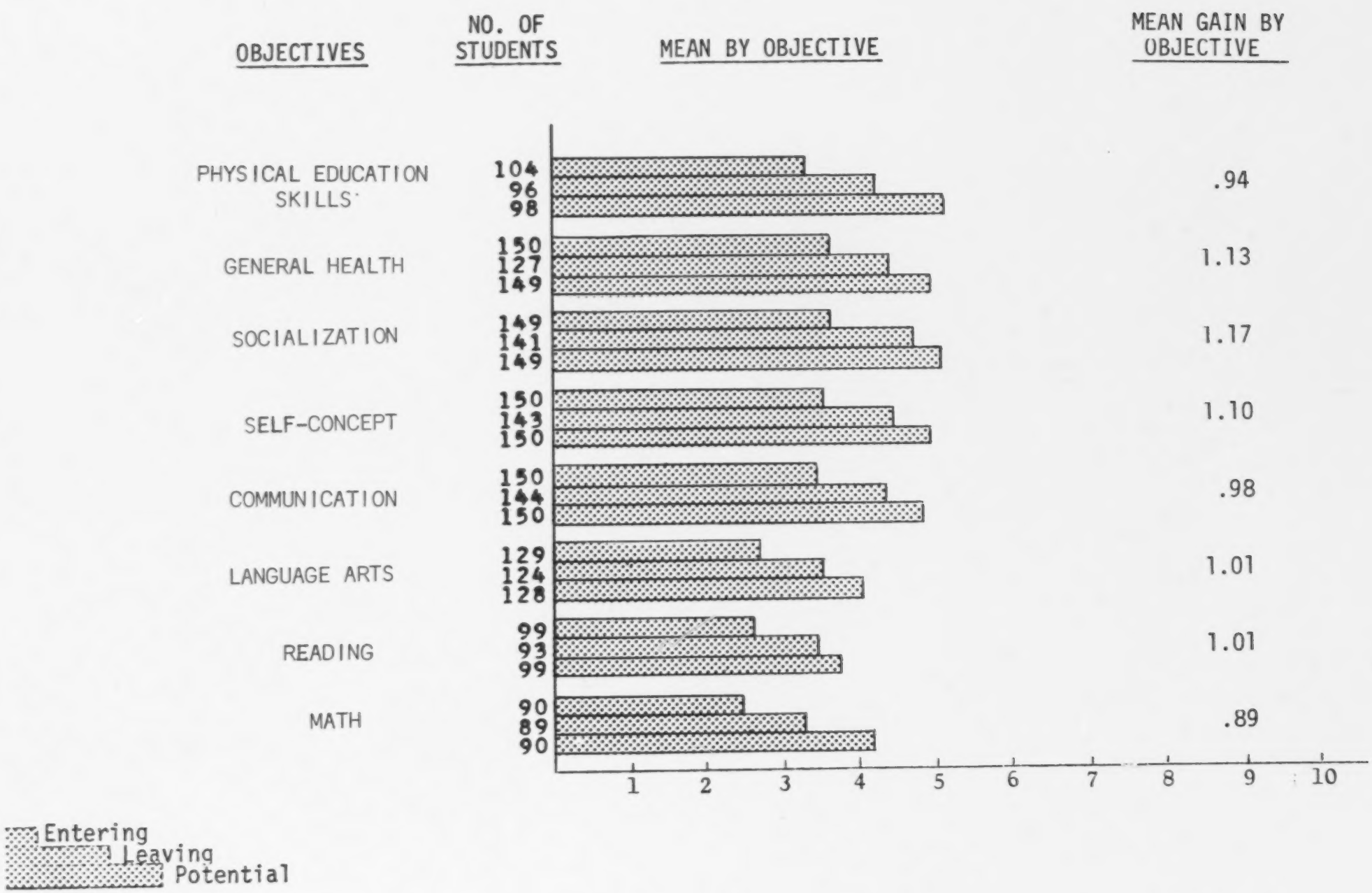
PUPILS IN MEMBERSHIP BY DAYS OF PROJECT OPERATION

Halifax E.



PUPILS' DAILY ATTENDANCE BY DAYS OF OPERATION

HALIFAX ELEMENTARY



STUDENT ACHIEVEMENT FROM GROWTH SCALES

B

HALIFAX COUNTY SUMMER MIGRANT EDUCATION PROGRAM
DAWSON SCHOOL
ENFIELD, NORTH CAROLINA
WHITE OAK SCHOOL
ENFIELD, NORTH CAROLINA

Superintendent:	W. Henry Overman
Project Director:	Clemon Williamson
Project Coordinator:	L. M. Williams
Site Team Members:	Y. A. Taylor
	John Ogle
	Malcolm Williams
	C. C. Lipscomb
	Arch Manning

I. INTRODUCTION

The 1971 Evaluation of North Carolina's Summer Migrant Education Projects followed a pattern -- that of comparing performance to objectives -- which is currently being implemented in all areas of the State Department of Public Instruction's operations. In the early stages of the evaluation effort, the Division of Research and the Division of Planning in consultation with personnel from selected Program Services Divisions produced a handbook of specific student-oriented objectives which were adaptable to evaluation without the necessity of formalized tests. Draft copies of these handbooks were distributed to all project directors at the March 16th Grifton Conference for proposal planning. During the same period a national migrant committee was producing A Statement of Migrant Program Purposes. Subsequently, the eleven "objectives" which made up this statement were adopted by the North Carolina Migrant Programs as State Objectives. These also were passed along to project directors who were assured that the 1971 State evaluation would focus primarily on a comparison between objectives as presented in proposals and actual project operation as observed by two on-site teams during the summer's operation. This report also estimates the extent to which project operation conformed to State Objectives.

Directors were encouraged to write project objectives which would support State Objectives and to use sample specific objectives as guides for designing their instructional program. The Division of Research with the cooperation of the Division of Planning provided aid in preparation of objectives and program description for projects desiring these services as well as projects in which the contact was initiated at the direction of the State Migrant Staff.

In order to obtain information relating to student objectives, a growth sheet was designed. Project personnel were asked to record attendance and other pertinent information on this form and to compare each migrant student's performance on nine objectives common to most migrant programs. The scales on this growth sheet were designed so that each teacher could use the range of performance of her regular classes as a benchmark for comparison of migrant students' performance and abilities. All teachers attending the Atlantic Beach Conference were trained in the use of the growth sheets.

Thus, the basis for this evaluation report is derived from: site reports by evaluation team members, growth sheets on each student, project proposals, descriptive federal reports completed by project directors, and State questionnaires filled out by two members of the local project staff.

STATE OBJECTIVES

Instructional Services

1. Provide the opportunity for each migrant child to improve communications skills necessary for varying situations.

2. Provide the migrant child with preschool and kindergarten experiences geared to his psychological and physiological development that will prepare him to function successfully.

3. Provide specifically designed programs in the academic disciplines (Language Arts, Math, Social Studies, and other academic endeavors) that will increase the migrant child's capabilities to function at a level concomitant with his potential.

4. Provide specially designed activities which will increase the migrant child's social growth, positive self-concept, and group interaction skills.

5. Provide programs that will improve the academic skill, pre-vocational orientation, and vocational skill training for older migrant children.

6. Implement program, utilizing every available Federal, State, and local resource through coordinated funding, in order to improve mutual understanding and appreciation of cultural differences among children.

Supportive Services

7. Develop in each program a component of intrastate and interstate communications for exchange of student records, methods, concepts, and materials to assure that sequence and continuity will be an inherent part of the migrant child's total educational program.

8. Develop communications involving the school, the community and its agencies, and the target group to insure coordination of all available resources for the benefit of migrant children.

9. Provide for the migrant child's physical and mental well-being including dental, medical, nutritional, and psychological services.

10. Provide a program of home-school coordination which establishes relationships between the project staff and the clientele served in order to improve the effectiveness of migrant programs and in the process of parental reinforcement of student effort.

11. Increase staff self-awareness of their personal biases and possible prejudices, and upgrade their skills for teaching migrant children by conducting inservice and preservice workshops.

II. PROJECT OBJECTIVES

The Halifax County Migrant Project continued working on improving and refining objectives after the proposal had been submitted. This activity was continued during project operations. The final objective list may be obtained from the Project Director. The following list of objectives was abstracted from the original proposal.

1. Provide those experiences which will help each child develop his language ability and vocabulary.

2. Provide those experiences that will help each child improve his self-concept and expand his cultural experiences.

3. Provide those experiences that will help each child to develop his social and academic skills. (Emphasizing the basic skill areas of language arts, mathematics, science and social studies.)

4. Provide those experiences which will help each child establish sound health and nutritional habits.

5. To provide ancillary services of food, medical and dental needs; transportation; field trips; and testing.

6. To operate the summer program in a manner such that:
   (a) The children will increase their knowledge in various academic areas as measured by informal testing instruments.
   (b) The childrens' general physiology will improve as measured by health records.
   (c) The children will increase their social competency as measured by informal and/or locally prepared check sheets.

III. INSTRUCTIONAL PROGRAM

The Halifax County Migrant Program was operated in two schools; White Oak and Dawson. Both programs were completely integrated with the Title I summer program operated at the same sites. The emphasis of the Title I program was remedial reading supplemented by social studies based on a United Nations theme. Some math was also included in this curriculum.

Although children were grouped by age, the instructional program essentially consisted of only two organizational patterns -- preschool and Grades 2 - 8. The pre-school program contained a migrant kindergarten and a pre-school (headstart) program. The reading-social studies program was organized for grades two through eight.

The pre-school program was labeled "non-academic." Activities emphasized socialization, oral language development, adjustment to school routines, and independence. Included were; "story time," circle activities, watching TV, outside play and coloring pictures. Apparently quite a bit of time was devoted to adjustment -- including bathroom training, table manners and following directions. Full length mirrors were found instrumental in reducing homesickness and crying.

The elementary program consisted of three successive 45-minute classes of reading or social studies. One additional class was held after lunch. Each of the four teachers taught one specific aspect of reading, e.g. phonics, vocabulary, comprehension or listening, and oral language. The schedule was so arranged that these topics were repeated at different levels for each group of students. For social studies instruction, the children in each class were divided into two groups, which alternated each day. While one group would take part in the instructional aspects of the social studies curriculum, the others would go to the library and listening centers, a game room, or to a special area for reading help by tutorial aides. In the social studies classes, the students learned the names of the countries in the UN, including pronounciation and spelling. They

picked a country and wrote a letter to their US Embassy requesting information about the country. They found the country on a globe or map and identified the major cities. The social studies teacher listed fourteen objectives desired for the students and eleven different methods of imparting information. Throughout, the goal was to provide experiences that would help students relate, interpret, and generalize. The unit of work was designed to integrate subject matter, cutting across different subject areas.

The results from The New Developmental Reading Tests were used for placing the students in the various levels of reading instruction. The evaluators described this program in both centers as "limited in scope but comprehensive in depth -- especially the reading".

The site team described the classroom organization as, "moving from a highly structured program to an unstructured one which incorporates the open classroom concept". The visits indicated that the White Oak School had moved further in this direction than had the Dawson School. Both schools were abundantly supplied with materials and equipment. Games, puzzles, books, and programmed materials were available in all classrooms.

The regular teachers directed play and physical education activities for the kindergarten and preschool children. There was little time allotted for physical education activities for the upper elementary segment of the program.

In addition to the in-school activities, five field trips were provided to nearby towns and areas of interest such as Gaston Lake and a tour of Halifax County.

The students in general were observed to readily participate in all of the program offerings.

IV. SUPPORTIVE SERVICES

Although transportation to and from the schools was coordinated with Title I, the migrant project provided three drivers who operated county school buses. There was some indication that transportation for the field trips was provided for the migrant children only.

Breakfast and lunch were provided for both migrant and Title I students. The site team members noted that breakfast consisted only of crackers and juice. A complete hot meal was served at noon.

No recreational activities were observed other than those mentioned in connection with the instructional program.

Physical screening, medical, dental and psychological services were provided for both groups of students by four nurses and nurses' aides who were employed by the Title I project.

The Halifax Migrant Education Project complied with all reporting requirements including the record transfer system. The personnel of each school evaluated their programs and produced reports including interim reports. At this writing only the interim reports, which do not include testing results, are available to the evaluating agency.

Staff pre- and in-service training was obtained through participation in state workshops and local efforts. Project personnel attended the Virginia Beach Conference, the Grifton Planning Conference, The Behavior Modification Conference and the Atlantic Beach Conference. Local in-service workshops were held on techniques for teaching migrant children and on coordination with the Title I program. Training in the reading area was conducted by a county reading

supervisor who was instrumental in the design of the program. The half hour prior to and the half hour immediately after school were allotted for planning and preparation.

V. OTHER SERVICES

Since the Halifax Project was primarily remedial-instructional, there was little contact with other agencies. The project was not a member of a migrant council.

Some Health services and psychological services were provided through the Health Department and the Department of Mental Health respectively. It was indicated that RCA cooperated in finding employment for migrant parents.

Parents were members of the local advisory board which helped plan the activities. They were also invited to a program on health and nutrition and to attend the field trips. Some parent-teacher conferences were held and the Title I nurses visited some of the homes.

Dissemination of information about the project was conducted locally through radio, personal contacts with migrants, and personal appearances at churches and civic clubs. A public relations employee of the Halifax County Board of Education was responsible for the production of The Chalkboard, a newspaper publication of the school system. The description of the migrant program activities here impressed the evaluators. Since the termination of the project, a brochure containing pictures and descriptive information has been released.

General school-community relationships were reported as "good". No information was gathered about relationships with growers.

I. Discussion of Project Activities

The consensus of the evaluation team was that the Halifax Migrant Project, though limited in scope, was meeting its objectives with a well planned and implemented program. The visitors were impressed by the movement toward the open classroom approach and encouraged the staff to continue this movement. It was observed that the older the students, the more structure in the program. The "departmentalization" of the reading program received a mixed reaction. All of the evaluators felt that such an intensive program should result in gains and made good use of differing competencies of staff. Some of the evaluators, however, felt that other approaches might result in equal success without necessitating exposure to so many teachers in a single day. The project staff felt that the children showed great improvement in the area of reading and language arts skills. Since diagnostic tests were given, it would seem beneficial to obtain results from a post-test.

The social studies curriculum was viewed as effective in its own right, although conceived as somewhat supportive of the reading program.

The open classroom concept, the good attitudes on the part of the teachers and the integration with the Title I project was viewed as supportive of the objectives of developing self-concept and group interaction skills.

The integration with the Title I operation was not an unmixed blessing, although many positive benefits have been noted. Health services were facilitated through the coordination. More local help was available for planning and inservice training. Transportation may have been economical,

but transportation difficulties were cited as a reason that more migrants were not enrolled.

Two aspects of this integration of projects which may have been detrimental to the migrant program were the length of the school day (all students were released at 1:00 p.m.), and a lack of emphasis on the supportive portions of the migrant programs especially in the food service area. Also, the instructional objectives of the migrant project seemed somewhat submersed by the emphasis on remedial reading.

On the whole, all evaluators considered the Halifax Project successful in its merger of programs. They felt, however, that this type operation places a burden on the local staff to assure that the needs of the migrant children are not compromised in such programs. Involving migrant parents in planning was commendable. Final test results and a needs comparison would have been most helpful to the evaluators.

II. Recommendations:

The local staff recommends:

1. Providing a full time counselor to coordinate all supportive services and to handle teacher referrals
2. Make better use of all possible resources
3. Providing for more activities that encourage parental involvement
4. Extend the length of the project in order to facilitate required reporting to the State administration

The evaluation teams recommend:

1. Providing better locations or better transportation arrangement in

order to enroll all eligible migrant children

2. Extend the length of the school day for migrant children
3. Include music and physical education or directed recreation in the curriculum
4. Earlier reporting of final local evaluations (including test results)
5. Providing a more complete breakfast for all migrant children

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HARNETT ELEMENTARY
Summer Migrant Education Evaluation
1971 Evaluation

Program Operation Dates: June 28 - August 6
Days & Hours Operated: 7:45 a.m. - 3:45 p.m. M T W T F
[1]Total Days of Operation: 30
Estimated Enrollment: 120
Actual Enrollment: 118

[2]Average Daily Attendance: 90
[2]Sum of Daily Attendance: 2708

Type of Migrant:
Interstate: 24
Intrastate: 24
5 Year Provision: 70

[3]Average Length of Membership: 35
Maximum Membership: 111

Migrant Students Traveling in Family Groups: 78

Girls: 54
Boys: 64

PROJECT STAFF AS REFLECTED BY PROPOSAL PLUS "VOLUNTEERS"

Full-Time	No.	Percent of time Paid	Part-Time	No.	Percent of time Paid
Director	1	100%			
Bookkeeper	1	100%			
Nurse	1	100%			
Teachers	6	100%			
Reading Teachers	2	100%			
Homemaking Teacher	1	100%			
Bus Driver-Aides	5	100%			
Instructional Aides	2	100%			
Dietitian	1	100%			
Custodians	2	100%			
Cooks	2	100%			

Total full-time equivalent paid staff: 24
Teacher-pupil Ratio: 1 : 13.1
Staff-pupil Ratio: 1 : 4.9

Number of Students by Age

Age:	5-	5	6	7	8	9	10	11	12	13	14	15
Number:	12	14	8	12	10	19	14	14	7	6	1	1

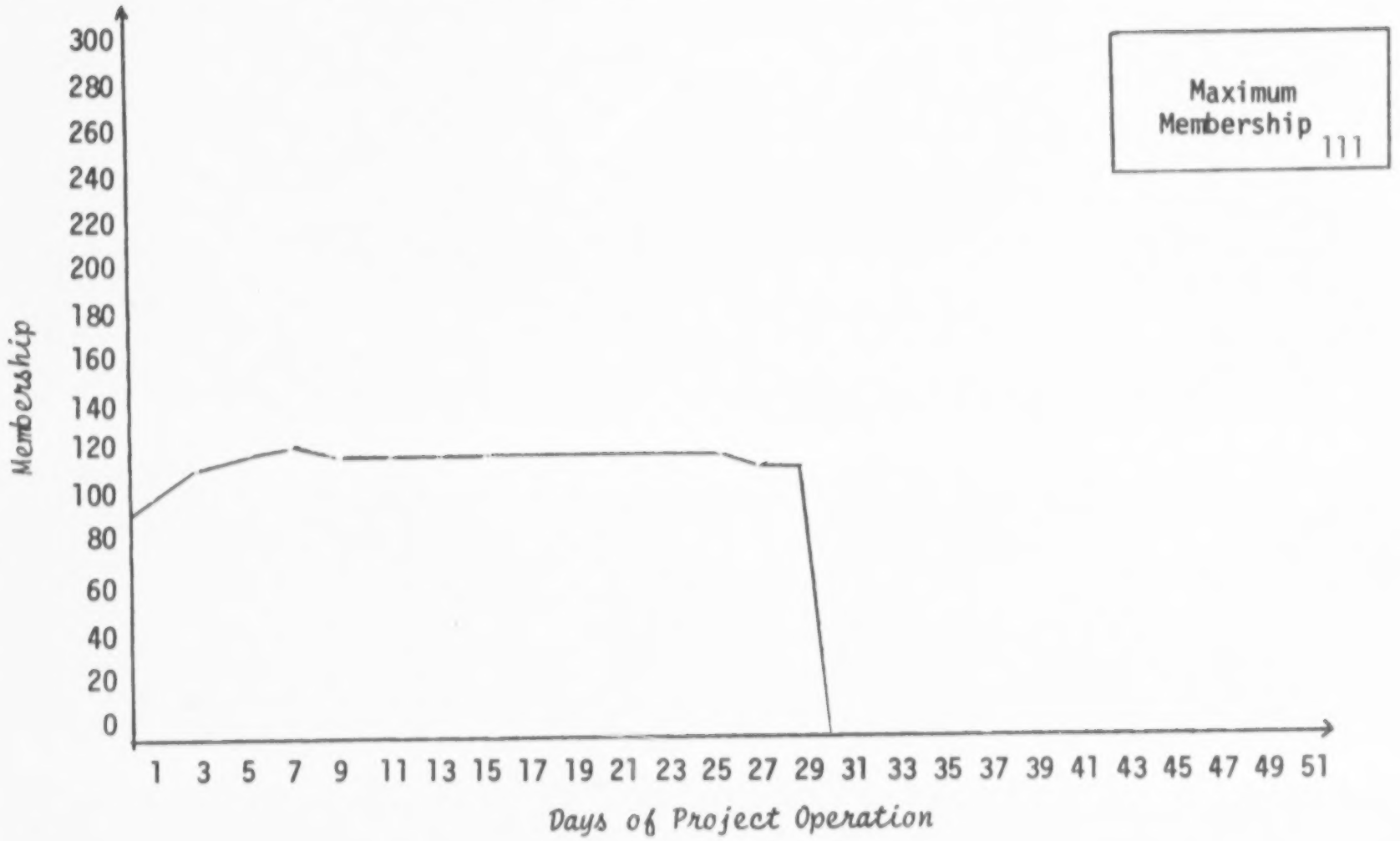
Average Age of Student: 8.4

[1] This number indicates only total days of operation (not calendar days).

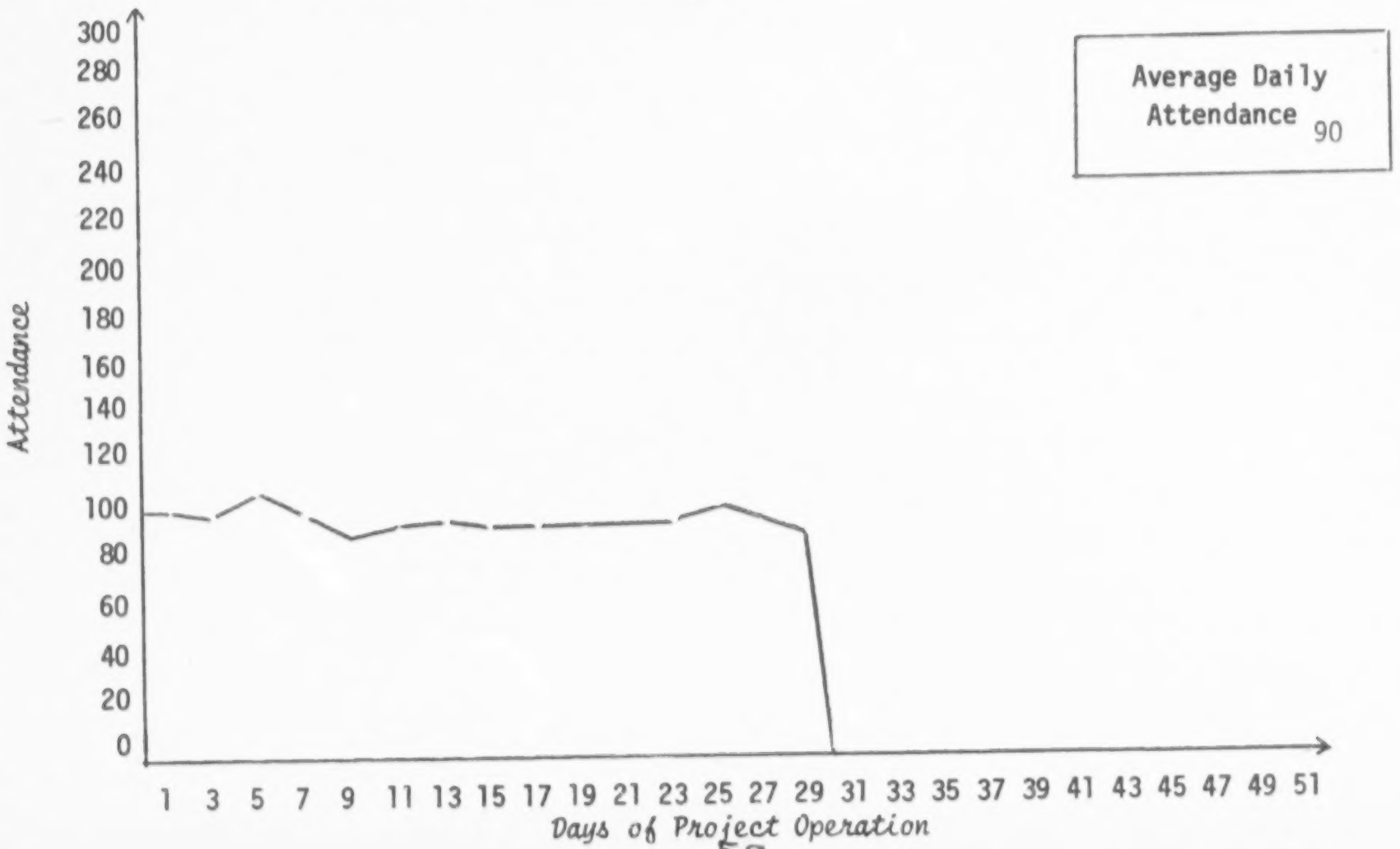
[2] This is the total number of students present for all the days the project was in operation.

[3] This number reflects the average number of CALENDAR DAYS the student was enrolled.

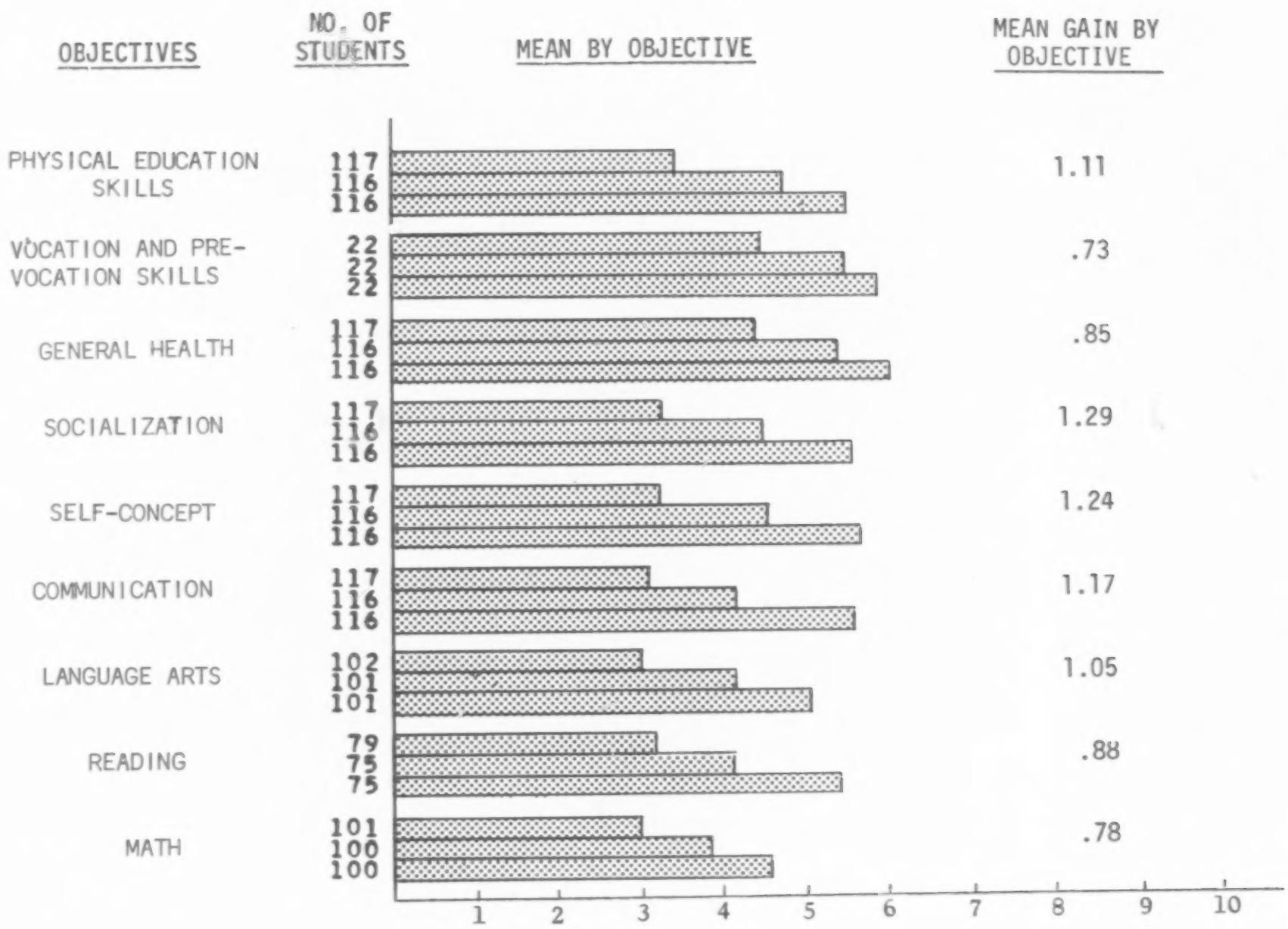
PUPILS IN MEMBERSHIP BY DAYS OF PROJECT OPERATION Harnett E.



PUPILS' DAILY ATTENDANCE BY DAYS OF OPERATION



HARNETT ELEMENTARY



STUDENT ACHIEVEMENT FROM GROWTH SCALES

B

HARNETT COUNTY SUMMER MIGRANT EDUCATION PROJECT
LILLINGTON SCHOOL
LILLINGTON, NORTH CAROLINA
WAYNE AVENUE SCHOOL
DUNN, NORTH CAROLINA

Superintendent: R. A. Gray
Project Director: Hilda Willoughby

Site Team Members: Y. A. Taylor
Malcolm Williams
George Shackleford
Annette Wheeler
Abbie Krystall

I. INTRODUCTION

The 1971 Evaluation of North Carolina's Summer Migrant Education Projects followed a pattern-that of comparing performance to objectives-which is currently being implemented in all areas of the State Department of Public Instruction's operations. In the early stages of the evaluation effort, the Division of Research and the Division of Planning in consultation with personnel from selected Program Services Divisions produced a handbook of specific student-oriented objectives which were adaptable to evaluation without the necessity of formalized tests. Draft copies of these handbooks were distributed to all project directors at the March 16th Grifton Conference for proposal planning. During the same period a national migrant committee was producing A Statement of Migrant Program Purposes. Subsequently, the eleven "objectives" which made up this statement were adopted by the North Carolina Migrant Programs as State Objectives. These also were passed along to project directors who were assured that the 1971 State evaluation would focus primarily on a comparison between objectives as presented in proposals and actual project operation as observed by two on-site teams during the summer's operation. This report also estimates the

extent to which project operation conformed to State objectives.

Directors were encouraged to write project objectives which would support State objectives and to use sample specific objectives as guides for designing their instructional program. The Division of Research with the cooperation of the Division of Planning provided aid in preparation of objectives and program description for projects desiring these services as well as projects in which the contact was initiated at the direction of the State Migrant staff.

In order to obtain information relating to student objectives, a Growth Sheet was designed. Project personnel were asked to record attendance and other pertinent information on this form and to compare each migrant student's performance on nine objectives common to most migrant programs. The scales on this Growth Sheet were designed so that each teacher could use the range of performance of her regular classes as a benchmark for comparison of migrant students' performance and abilities. All teachers attending the Atlantic Beach Conference were trained in the use of the growth sheets.

Thus, the basis for this evaluation report is derived from: site reports by evaluation team members, growth sheets on each student, project proposals, descriptive federal reports completed by project directors, and State questionnaires filled out by two members of the local project staff.

STATE OBJECTIVES

Instructional Services

1. Provide the opportunity for each migrant child to improve communications skills necessary for varying siturations.

2. Provide the migrant child with preschool and kindergarten experiences geared to his psychological and physiological development that will prepare him to function successfully.

3. Provide specifically designed programs in the academic disciplines (Language Arts, Math, Social Studies, and other academic endeavors) that will increase the migrant child's capabilities to function at a level concomitant with his potential.

4. Provide specially designed activities which will increase the migrant child's social growth, positive self-concept, and group interaction skills.

5. Provide programs that will improve the academic skill, pre-vocational orientation, and vocational skill training for older migrant children.

6. Implement programs, utilizing every available Federal, State, and local resource through coordinated funding, in order to improve mutual understanding and appreciation of cultural differences among children.

Supportive Services

7. Develop in each program a component of intrastate and interstate communications for exchange of student records, methods, concepts, and materials to assure that sequence and continuity will be an inherent part of the migrant child's total educational program.

8. Develop communications involving the school, the community and its agencies, and the target group to insure coordination of all available resources for the benefit of migrant children.

9. Provide for the migrant child's physical and mental well-being including dental, medical, nutritional, and psychological services.

10. Provide a program of home-school coordination which establishes relationships between the project staff and the clientele served in order to improve the effectiveness of migrant programs and the process of parental reinforcement of student effort.

11. Increase staff self-awareness of their personal biases and possible prejudices, and upgrade their skills for teaching migrant children by conducting inservice and preservice workshops.

II. PROJECT OBJECTIVES

1. To help pupils improve in their attitudes and skills in language arts.

2. To help pupils improve in their attitudes and skills in math.

3. To provide creative experiences in art and music, field trips, shopping excursions and other appropriate activities designed to further the child's appreciation of the arts and his culture.

4. To provide pupils with basic homemaking, grooming, and hygiene skills.

5. To provide training in physical education and opportunities for participation in recreationsl activites.

6. To improve relationship and understanding between home and school by teachers and other staff members visiting the homes of pupils.

7. To structure materials so that each pupil may meet with some degree of success.

8. To implement a form of token or reward system for social and academic achievement.

III. INSTRUCTIONAL PROGRAM

In addition to setting forth the eight project objectives listed in the previous section, the Harnett County Migrant Education determined the overall goal of improvement of the self-image of each pupil through the provision of activities and experiences in basic school skills, homemaking, grooming, hygiene, recreation, cultural enrichment and supportive medical, nutritional and clothing services.

All of the site team members were convinced that a considerable amount of planning was done prior to the beginning of the 1971 summer operation. Basing their conclusion on previous experience and outside determinations of migrant needs, the program was designed to compensate

for the finding that the migrant child begins school at a level such that traditional readiness programs cannot adequately meet the needs. Harnett's solution to the needs of these children was an attempt to design a program including academic roles such that all students were able to achieve a measure of success. Thus a child's self-image was to be improved while he developed certain skills which would enable him to better function in academic areas.

The project staff considered several means of program design. One strategy was to teach the underlying cognitive processes. This was limited by the necessity to deal only with the processes which could be clearly identified (as opposed to those theoretically related to achievement.) Another consideration was the open classroom. The project planners selected those aspects which were identified as making learning fun for the students, while rejecting what they considered haphazard, nonsequential learning modes of open classroom organization. Thus, the program was modified by the addition of structure to the open class concept. Finally, emphasis on motivation was obtained by the superimposing of a reward system including both praise and material rewards.

The program implemented was a composite. The students were grouped into three classes: pre-school, 1st-3rd, and 4th-6th. Each classroom was arranged with learning centers for art, listening, reading, writing, and arithmetic. Each center contained materials of different interest and ability levels. Pupils were free to move from one center to another and to select, within the guided limits set by the teacher, the

topic or activity they wanted at a particular time. Teachers and aides circulated, working with one, two, or three students at a time. Other students would work by themselves on self-teaching math books, film strips or art work. Small groups were observed to work cooperatively with math and reading. At times during the day, students of the entire class would unite for meals, physical education or planning for field trips.

Program organization was obtained through curricula based on skill assessment for each student. At the beginning of the program, all students were tested with the Slosson Oral Reading Test. Also used were the tests designed by the staff to measure phonetic work attack skills and basic arithmetic steps. Pre-schoolers were given the TOBE and Boehm Test. One pre-school teacher was using her own check list of skills. The diagnostic aspect of these tests was used. Class charts were constructed and these charts listed the skills in rows and student's names in columns. This enabled the teachers to teach and evaluate in sequential steps. Each teacher kept additional records of the progress, problems, interests and observable changes in viewpoints or attitudes of each student.

Each school had a language laboratory equipped with Hoffman, Imperial, Craign and Tachomatic machines. A reading teacher in each lab worked with students on word attack skills, vocabulary and interest in reading.

Positive accomplishment by students was rewarded by tokens which were redemable for small items at "the bank." It was noted also that excellent use was made of verbal praise. Some of the math instruction was implemented with a verbal contract system where students were allowed to set their own goals.

One homemaking teacher taught sewing, hygiene and nutrition to the older girls at both schools. She had more students and spent more time at the Lillington Center. Music and rhythm activities were conducted by teachers, sometimes with volunteer help. Students appeared to be involved in all the activities.

Local field trips were extensive. Thirty seven were conducted during the summer's operation. Visits were made to: a TV station, a gravel pit, a Coca Cola plant, a fertilizer plant, etc. More lengthy trips included visits to the Children's Museum in Durham, Pullen Park in Raleigh and Seymour Johnson Air Force Base.

IV. SUPPORTIVE SERVICES

The Harnett County Project provided bus transportation to and from the schools and for field trips. Both the Lillington and Dunn Centers operated school cafeterias which provided each student two hot meals and two snacks daily.

Health services were provided by the nurse on the project staff. She treated minor ailments, scheduled physicals for all students who had not had one within the previous two years, coordinated dental services and visited the homes of the students to gather information and instruct in preventive procedures. Services provided were coordinated with those available from the Public Health Agency and Social Services. A psychologist employed by the Harnett County Mental Health Center provided consultive services. The clothing provided by the project was obtained by taking the children shopping and thus

providing a learning experience as well as clothing.

In addition to the physical education component of the program, students were encouraged to use public recreational facilities (some field trips were to recreational areas).

The staff of the Harnett Project complied with all Federal and State reporting requirements including growth sheets and record transfer information. They also furnished the evaluative agency with written records of teacher observation and a thorough report of the results of the testing program. This report was written by the consulting psychologist. Results reported indicated that the migrant children were indeed behind grade level. In general, gains were shown for most cognitive areas of the project although some individual students actually regressed. Some regression was attributed to testing conditions. Students from special education exhibited lower gains than their classmates, and there was some indication that the older students were most affected by the program. The recommendations for program improvement presented in this report should be most useful in planning for next year's project.

Most of the staff attended the Atlantic Beach preservice conference. Representatives attended the Grifton Planning Conferences, the Bahavior Modification Conference and the Virginia Beach Conference. The questionnaires returned by this project indicate a considerable amount of local preservice and inservice training. This question was probably interpreted as inclusive of conferences since the local staff recommended three and one-half days for next year's local training.

V. OTHER SERVICES

Other than the agencies mentioned in connection with health services, the project staff obtained aid from the Employment Security Commission and the Farm Labor Service in location and recruitment of migrants. Local businesses and church groups provided some recreational services, clothing, and toys. At one of the centers, two teenage males provided volunteer help.

The evaluators spent most of their time at the two schools. Evidence on grower relations and home-school coordination is skimpy. Apparently the director, the nurse and the psychologist did most of the visiting. The reported purposes of visits were to: 1) Let parents and teachers better know, understand, and appreciate each other, 2) create a rapport with the family so they will feel a part of the child's school life, and 3) to give parents an opportunity to say what they desire for their children.

Although the Harnett County Migrant program utilized newspaper articles, it found personal contact and public appearances before groups the most effective means of dissemination.

DISCUSSION AND RECOMMENDATIONS

All of the site team members felt the project was successful in meeting all eight of the local objectives although there was some concern about the extent of the home school coordination on the part of teachers. This conclusion was generally supported by the results of the testing program. Although the numbers of children by grade were small, all grades posted gains in reading. The locally devised phonics and arithmetic tests yielded differential results. In the opinion of this writer, the testing program was of more benefit in the diagnostic areas than in evaluation if gains are to be the criterion. The finding that Special Education children gain at a lower rate is supported by a number of studies. It would be of benefit to this program as well as many other migrant programs to determine if the program (as opposed to children's characteristics) actually had differential effects.

The development of a curriculum based on past experience and children's needs was praiseworthy. The results pleased both the local staff and the evaluators. One, however, cautioned that this project could, if not controlled, move toward excessive reliance on machines and "packaged" programs.

The teams judged that the state objectives for elementary children were supported by observed activities. One evaluator commented "...Above all else, the children radiated, 'I'm important'". Another stated, "The thing that was most impressive was the interest of the children in their work."

The teachers knew the students and their individual problems. During meals the children were eager to talk with the teachers. In conjunction with teacher evaluations of individual students, this spoke well of the development of self image.

Administrative support and direction was very much evident in this project. The evaluators believed that this was reflected in the results. Two evaluators commented on a difference between the two centers. The program at Dunn seemed better understood and more effective than Lillington. One evaluator attributed this to greater experience in migrant education of the Dunn staff while the other was interested in the differences in race between the two staffs.

In summary, the evaluators felt that the Harnett County Program should be judged exemplary for several reasons. They built upon last years experience and measured status of the children to devise their program. They considered many possible strategies and chose these which resulted in a balance between structured and flexible teaching. All activities were implemented with consideration given to enhancement of the student's self image. Children were praised for successes rather than criticized for failure. Tests were used for diagnostic purposes as well as evaluation. Evaluation went beyond that required and was designed for program improvement. Finally, administrative support and project management were excellent as was staff morale.

Recommendations

The Local Staff Recommends:

1. The reading teacher should orient classroom teachers about methods used in reading lab.

2. Pretesting on the first day of school.

3. Add crafts program for boys.

4. Have more planned meetings with teachers and aides.

5. Provide more orientation and preparation time at the local level.

6. Provide more training for Neighborhood Youth Corps workers and aides.

7. Obtain the services of a speech consultant.

The Evaluation Team Recommends:

1. Continuation and extension of the diagnostic aspects of the testing.

2. More interaction between the staffs of the two centers.

3. Continue to work on general community relations and increase contacts with parents and growers.

4. Addition of a counselor to identify and counselwith older migrants in order to serve them in future projects.

5. Give more attention to individual needs in physical education and strengthen the instructional aspects of the health program.

6. Exercise caution in the consideration of new packaged learning programs, e.g. substitution of machine for teacher planning.

A

HAYWOOD ELEMENTARY
Summer Migrant Education Evaluation
1971 Evaluation

Program Operation Dates: June 17 - August 20
Days & Hours Operated: 8:00 a.m. - 4:00 p.m. M T W T F
[1]Total Days of operation: 47
Estimated Enrollment: 40
Actual Enrollment: 27

[2]Average Daily Attendance: 22
[2]Sum of Daily Attendance: 1053

Type of Migrant:
Interstate: 2
Intrastate: 6
5 Year Provision: 19

[3]Average Length of Membership: 58
Maximum Membership: 27

Migrant Students Traveling in Family Groups: 27 Girls: 13 Boys: 14

PROJECT STAFF AS REFLECTED BY PROPOSAL PLUS "VOLUNTEERS"

Full-Time	No.	Percent of time Paid	Part-Time	No.	Percent of time Paid
Supervisor-Home Coordinator	1	100%			
Teachers	3	100%			
Aides	3	100%			
Secretary	1	100%			

Total full-time equivalent paid staff: 8
Teacher-pupil Ratio: 1 : 9.0
Staff-pupil Ratio: 1 : 3.4

Number of Students by Age

Age:	*	5-	5	6	7	8	9	10	11	12	13	14
Number:	1	4	3	3	2	4	2	3	1	1	2	1

* Age Not Indicated

Average Age of Student: 7.8

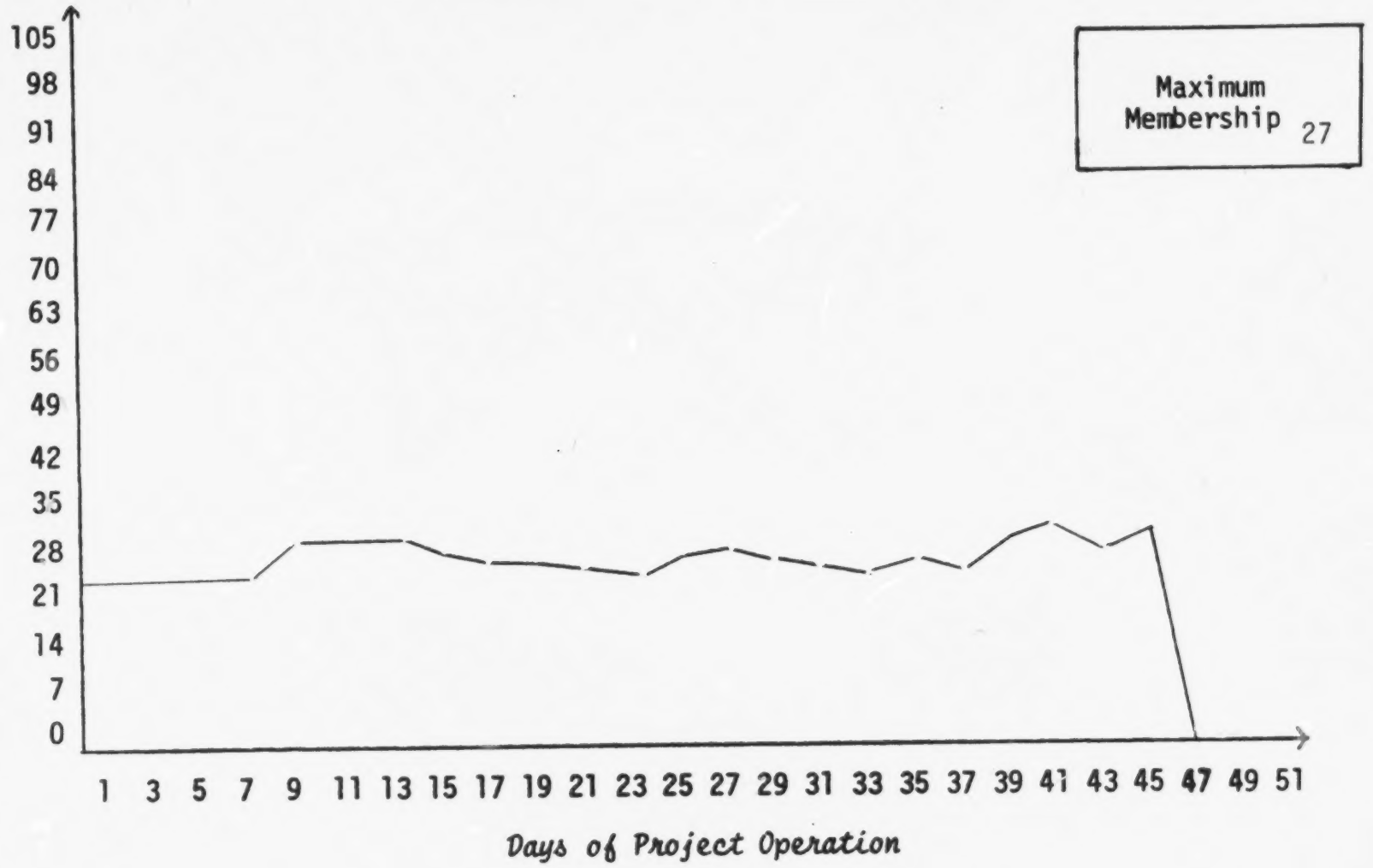
[1] This number indicates only total days of operation (not calendar days).

[2] This is the total number of students present for all the days the project was in operation.

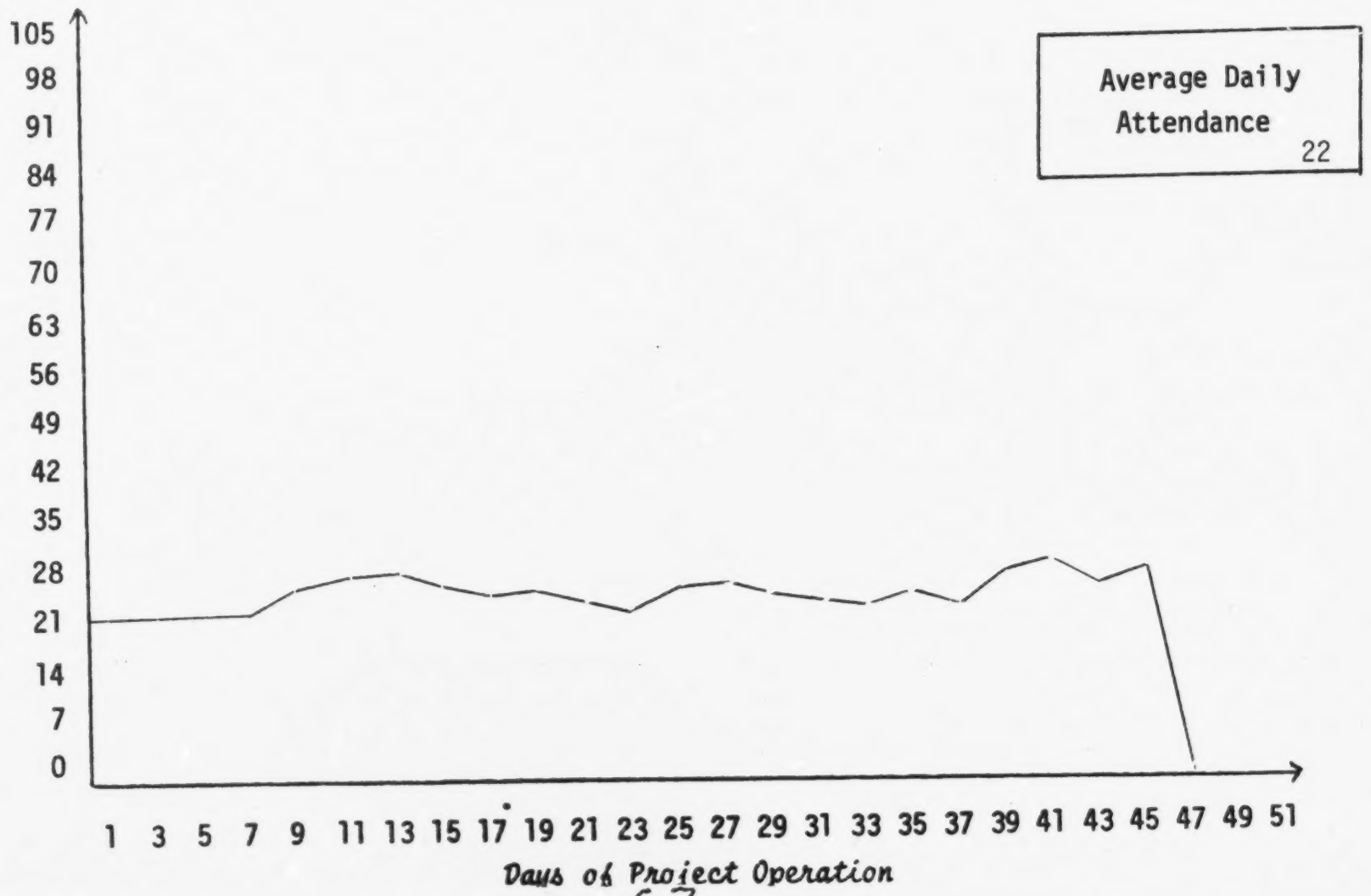
[3] This number reflects the average number of CALENDAR DAYS the student was enrolled.

Haywood E.

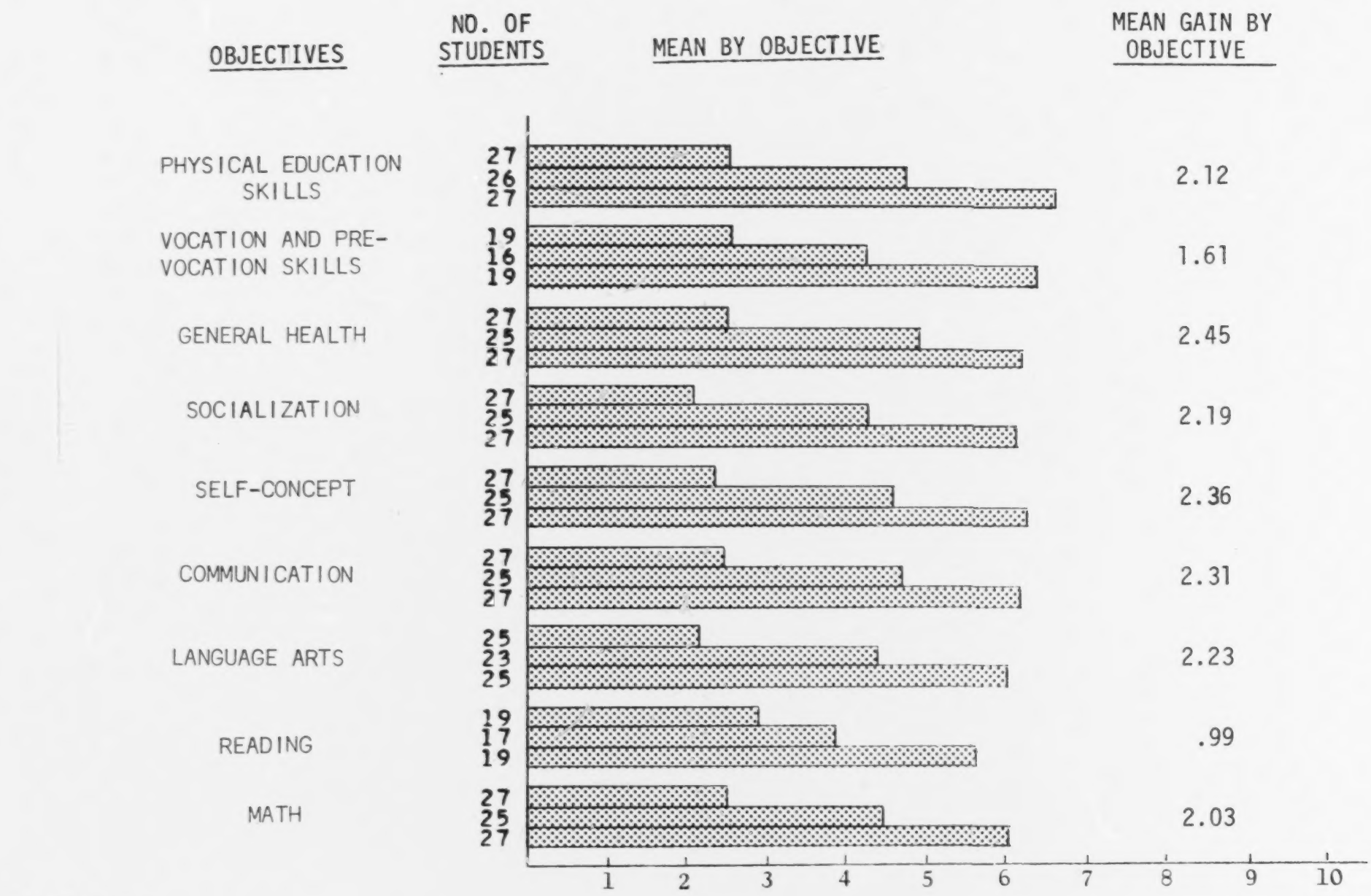
PUPILS IN MEMBERSHIP BY DAYS OF PROJECT OPERATION



PUPILS' DAILY ATTENDANCE BY DAYS OF OPERATION



HAYWOOD ELEMENTARY



STUDENT ACHIEVEMENT FROM GROWTH SCALES

B

HAYWOOD COUNTY SUMMER MIGRANT EDUCATION PROJECT
ROCK HILL SCHOOL
WAYNESVILLE, NORTH CAROLINA

Superintendent: W. T. Bird
Project Director: Samuel Smith
Project Coordinator: Gary Brookshire

Site Team Members: Y. A. Taylor
John Bolton
Sarah Johnson
K. B. Wheeler

I. INTRODUCTION

The 1971 Evaluation of North Carolina's Summer Migrant Education Projects followed a pattern -- that of comparing performance to objectives -- which is currently being implemented in all areas of the State Department of Public Instruction's operations. In the early stages of the evaluation effort, the Division of Research and the Division of Planning in consultation with personnel from selected Program Services Divisions produced a handbook of specific student-oriented objectives which were adaptable to evaluation without the necessity of formalized tests. Draft copies of these handbooks were distributed to all project directors at the March 16th Grifton Conference for proposal planning. During the same period a national migrant committee was producing A Statement of Migrant Program Purposes. Subsequently, the eleven "objectives" which made up this statement were adopted by the North Carolina Migrant Programs as State Objectives. These also were passed along to project directors who were assured that the 1971 State evaluation would focus primarily on a comparison between objectives as presented in proposals and actual project operation as observed by two on-site teams during the summer's operation. This report also estimates the extent to which project operation conformed to State Objectives.

Directors were encouraged to write project objectives which would support State Objectives and to use sample specific objectives as guides for designing their instructional program. The Division of Research with the cooperation of the Division of Planning provided aid in preparation of objectives and program description for projects desiring these services as well as projects in which the contact was initiated at the direction of the State Migrant staff.

In order to obtain information relating to student objectives, a growth sheet was designed. Project personnel were asked to record attendance and other pertinent information on this form and to compare each migrant student's performance on nine objectives common to most migrant programs. The scales on this growth sheet were designed so that each teacher could use the range of performance of her regular classes as a benchmark for comparison of migrant students' performance and abilities. All teachers attending the Atlantic Beach Conference were trained in the use of the growth sheets.

Thus, the basis for this evaluation report is derived from: site reports by evaluation team members, growth sheets on each student, project proposals, descriptive federal reports completed by project directors, and State questionnaires filled out by two members of the local project staff.

STATE OBJECTIVES

Instructional Services

1. Provide the opportunity for each migrant child to improve communications skills necessary for varying situations.

2. Provide the migrant child with preschool and kindergarten experiences geared to his psychological and physiological development that will prepare him to function successfully.

3. Provide specifically designed programs in the academic disciplines (Language Arts, Math, Social Studies, and other academic endeavors) that will increase the migrant child's capabilities to function at a level concomitant with his potential.

4. Provide specially designed activities which will increase the migrant child's social growth, positive self-concept, and group interaction skills.

5. Provide programs that will improve the academic skill, pre-vocational orientation, and vocational skill training for older migrant children.

6. Implement programs, utilizing every available Federal, State, and local resource through coordinated funding, in order to improve mutual understanding and appreciation of cultural differences among children.

Supportive Services

7. Develop in each program a component of intrastate and interstate communications for exchange of student records, methods, concepts, and materials to assure that sequence and continuity will be an inherent part of the migrant child's total educational program.

8. Develop communications involving the school, the community and its agencies, and the target group to insure coordination of all available resources for the benefit of migrant children.

9. Provide for the migrant child's physical and mental well-being including dental, medical, nutritional, and psychological services.

10. Provide a program of home-school coordination which establishes relationships between the project staff and the clientele served in order to improve the effectiveness of migrant programs and in the process of parental reinforcement of student effort.

11. Increase staff self-awareness of their personal biases and possible prejudices, and upgrade their skills for teaching migrant children by conducting inservice and preservice workshops.

II. PROJECT OBJECTIVES

1. Provide individual programs in basic reading and mathematics skills for each child based on ability, current level of achievement, and a sequential program of instructional objectives through which he can move at his own rate of speed.

2. Provide specially designed activities which will produce increased social growth, positive self-concept, and interpersonal and skills development.

3. Provide for the migrant child's physical and mental well-being by including dental, medical, nutritional, and psychological services within fund limitations.

4. Provide pre-school experiences and pre-vocational orientation which will aid in preparing the child to function effectively in school or in the world of work.

III. INSTRUCTIONAL PROGRAM

The Haywood County Summer Migrant Program offered a program for children from four through fourteen years. Of the forty estimated eligible students, only twenty-seven were enrolled. Nineteen of these were served under the five year provision clause. The teacher-pupil ratio was a favorable 1-9.

The instructional program was designed around student performance objectives and included provision for pre-school experiences and a measure of occupational exploration.

Students were initially placed in "Homerooms" according to age groups (4-5, 6-8, 9-14). Ability grouping for instruction was then accomplished by the staff studying records and recommendations of the students' progress during the winter term, and an informal inventory of reading and math skills of each child. These inventories determined to a large extent, the placement of students in these two academic subjects. An individualized program, within each grouping, was then developed for each child in reading

and arithmetic. The activities were then planned on an ungraded basis with pacing and particular skills instruction suited to the child and his individual needs. Emphasis was placed on providing a variety of organizational patterns and instructional materials/techniques which were fitted to each child's learning style. Each child received assignments or contracts based exclusively on needs and performance levels. The reading teacher reportedly aided all the teachers in assessing the particular needs of the students.

Learning centers and a room fully equipped with A-V machines designed for individual use provided the setting for the teaching. The evaluators observed children using the equipment both for instruction and for interest. In language arts some children were learning spelling and increasing their vocabulary by "lacing" letter boards. Others were involved in reading from individualized materials while their classmates used tape recorders. In mathematics, several children were working in pairs on multiplication flash cards and printed tables, while others were working on subtraction with an abacus. Some of the older children were checking answers for some of the younger. A fourteen year old who had expressed a desire to become a waitress was adding the prices of various meals on an order pad.

The pre-school group was self-contained to the extent that they stayed with the same teacher for instruction. The instruction included playing games,"reading stories," painting, and acting out nursery rhymes. Each activity was supportive of a specific objective designated by the teacher. Evaluators observed the younger children learning colors and following directions by jumping over different colored candle sticks. All students were being taught to recognize their names. Some of the more advanced students were able to spell their names and were able to recognize other words which the teacher had lettered on large cards.

Physical education and active play was an evident part of the program. Although one aide was responsible for this area, the coordinator and teachers were also involved. Arrangements had been made for the use of a local swimming pool one day per week. A church group supplied volunteers for the swimming instruction.

Teachers from the middle grades occupational education program taught the older children one hour per day. During the visit all children were actively involved in various phases of wood-working.

Cultural enrichment consisted of opportunities to participate in musical activities under the direction of the staff. Field trips to places of interest such as the carnival in Waynesville, Soco Gardens in Maggie Valley, YMCA in Canton, Camp Hope in Cruse, local bank, post office and supermarket also provided enjoyment and enrichment for the children.

The children accepted the program offerings and participated freely in them. This was attributed to the fact that because the children were involved in the planning of the activities, they more readily accepted them. It was also observed that during visits by site team members, the children took great pride in exhibiting their work and were extremely pleased when the visitors offered praise for their accomplishments. The self-concept of the child was strengthened not only by his own accomplishments but also by his pride in showing others his accomplishments.

IV. SUPPORTIVE SERVICES

Transportation was provided to and from the program and for field trips. Each child was given a nourishing breakfast and a Class A lunch. Showers were taken daily by the students and a schedule was set up whereby the older children, along with aides, helped supervise the younger children during shower time. One change of clothing and laundry services were

provided. Boys received haircuts as needed, and girls received shampoo's and sets. After showering in the morning, instruction was given in personal grooming and body care.

In addition to some basic health instruction within the program, the Department of Health and local medical services provided immunizations, medical and dental examinations and treatment. Health kits were given to all enrolled in the program. The coordinator informed parents of medical defects and enlisted the parents' help in treating the ailment. The Department of Social Services and Mountain Projects, Inc. provided basic subsistence needs and family planning services for eligible migrant parents. The staff indicated a gap in the funds needed for proper follow-up services in the health area.

A proper follow-up on the students was achieved by reporting of pertinent information on migrant records, a year-round migrant teacher who worked with the children during the regular school year and a follow-up in the summer project of objectives created during the winter term and vice versa.

Training for the staff was conducted in three stages. A pre-service meeting was held in conjunction with two representatives from the State Office in Raleigh to discuss the program and effective ways to fulfill objectives. The staff then met on several occasions prior to the program's start to discuss facilities, materials, schedules and children who would be enrolled in the program, and to view films and review books from the Grifton Center which described general characteristics of migrant children.

In coordination with basic curriculum training, the staff was also introduced to the materials and equipment for use in the summer program. The staff not only received training in the equipment which was within

their facility but also information about the equipment which could be acquired from the Instructional Materials Center in Waynesville and the Migrant Center in Grifton. During the program, in-service training was geared towards the writing of objectives for each child, and the proper procedure in recording information on individual growth sheets. Upon completion of the program, the staff met in an evaluation session to determine the strengths and weaknesses of the summer's training in the hope that their evaluation will lead to better future programs.

V. OTHER SERVICES

Coordination with other agencies and individuals was very good. The Health Department and the Department of Social Services provided needed medical,dental, and subsistence needs as mentioned previously. The YMCA, Camp Hope, and local community groups offered the use of their recreational facilities; girls from the Baptist Church and others volunteered their time to assist in recreational and instructional activities. Local persons employed at the bank, post office, and super-market volunteered their time to acquaint the children with the functions of each particular business during field trip visits.

Parent-staff relationships were reported as good although actual parental participation was low. The staff utilized visits, phone calls and written correspondence to establish contact between themselves and the parents. A parents' day program, complete with lunch was presented. Preceding the actual event a questionnaire was sent to each parent asking the parents to express their opinion about such a day and a date convenient for them to attend. During visitation times, the staff coordinated with the parents to follow-up learning experiences at home. These events also afforded the children an opportunity to show their parents what they had

accomplished while enrolled in the program. All parents were encouraged to visit the program whenever possible and to contact teachers if there was a problem or area involving their child which needed special attention.

Grower relations were fairly good. The growers assisted in locating migrants. Several of the growers donated tomatoes to the migrant program.

Dissemination of information about the project was primarily limited.

C

I. Discussion of Project Activities

The Haywood County Summer Migrant Project was viewed by two evaluation teams as very effective in meeting the four general local objectives. The project was most effective in individualizing instruction for students of varying abilities in the areas of reading and math. Preparation for this approach before and during the program was well conceived and implemented. Children were studied, local reading and math inventories were administered, and instructional strategies were planned. As the program progressed, individual teachers developed child-centered objectives and changed their methods based on continuing observations of needs and interests. The project coordinator was also flexible in terms of the total program. When it was found that rest periods were not needed for older students, other activities were substituted. When visits to the public library failed to arouse significant student interest, a similar program within the school atmosphere was implemented as a replacement.

The preschool class was observed to include most of the typical activities for this age group, yet the teacher had very definite learning-oriented goals for each child and direction was toward the achievement of objectives.

Field trips and other outside-the-school activities were planned in the light of the objectives. The physical education program was strengthened between the two site visits as a result of suggestions made by one of the site team members. All teachers were dedicated and concerned not only with making the program pleasant for the students but also with teaching students in order that they would be better able to succeed during the regular school year.

It should be noted here that the Haywood program had some advantages not enjoyed by other summer migrant projects. The teacher-pupil and staff-pupil ratios were among the most favorable in North Carolina as a result of unfilled enrollment anticipations. The majority of the students were served under the five year provision and thus had permanent records within the Haywood County System. Facilities were good and equipment and materials were available in abundance. Of these advantages, the low enrollment must be of major concern to local personnel and State administration alike.

It is unfortunate that so few students received the benefits from this excellent program. The project actually exceeded the scope of its four general local objectives and was judged supportive of all State objectives. For the outstanding work in the areas of program planning and implementation, project administration, continual concern with <u>student-oriented objectives</u> and community relations; the project was judged exemplary.

II. Recommendations

The local staff recommends:

1. Find better means for obtaining more parental involvement.
2. Provide for earlier employment of staff to allow time for more planning.
3. Improve dissemination techniques.

The evaluators recommend:

1. Make every effort to enroll <u>all</u> eligible migrant students in the area.
2. Continue to develop objectives and produce an evaluative report based on the testing and objectives.
3. Exchange of ideas with other projects through inter-project visitation.
4. Expand the scope of the operation in the occupational area to include some pre-vocational orientation.

A

HENDERSON ELEMENTARY
Summer Migrant Education Evaluation
1971 Evaluation

Program Operation Dates: June 21 - August 13
Days & Hours Operated: 8:00 a.m. - 3:00 p.m. M T W T F
[1]Total Days of Operation: 35
Estimated Enrollment: 50
Actual Enrollment: 29

[2]Average Daily Attendance: 21
[2]Sum of Daily Attendance: 757

Type of Migrant:
Interstate: 11
Intrastate: 18
5 Year Provision: 0

[3]Average Length of Membership: 36
Maximum Membership: 29

Migrant Students Traveling in Family Groups: 29

Girls: 18
Boys: 11

PROJECT STAFF AS REFLECTED BY PROPOSAL PLUS "VOLUNTEERS"

Full-Time	No.	Percent of Time Paid	Part-Time	No.	Percent of Time Paid
Director-Coordinator	1	100%	Bus Driver	1	20%
Bookkeeper	1	100%	Custodian	1	50%
Teachers	4	100%			
Teacher-Aides	3	100%			
Library Aide	1	100%			
Cafeteria Manager	1	100%			
Cafeteria Worker	1	100%			

Total full-time equivalent paid staff: 12.7
Teacher-pupil Ratio: 1 : 7.3
Staff-pupil Ratio: 1 : 2.3

Number of Students by Age

Age:	*	5-	6	7	8	9	10	11	12	13
Number:	3	1	5	5	4	2	3	2	1	3

* Age Not Indicated Average Age of Student: 11.6

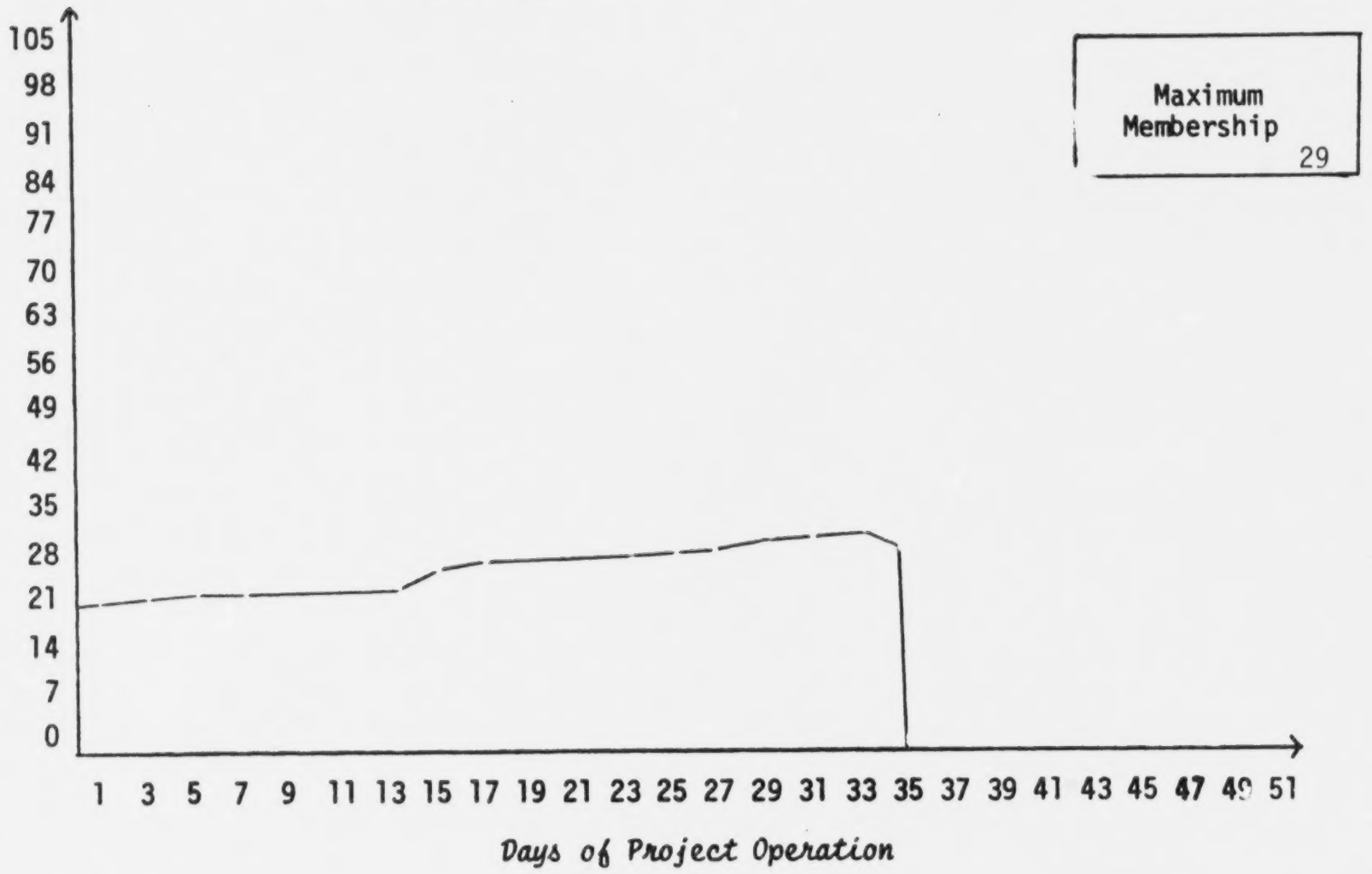
[1] This number indicates only total days of operation (not calendar days).

[2] This is the total number of students present for all the days the project was in operation.

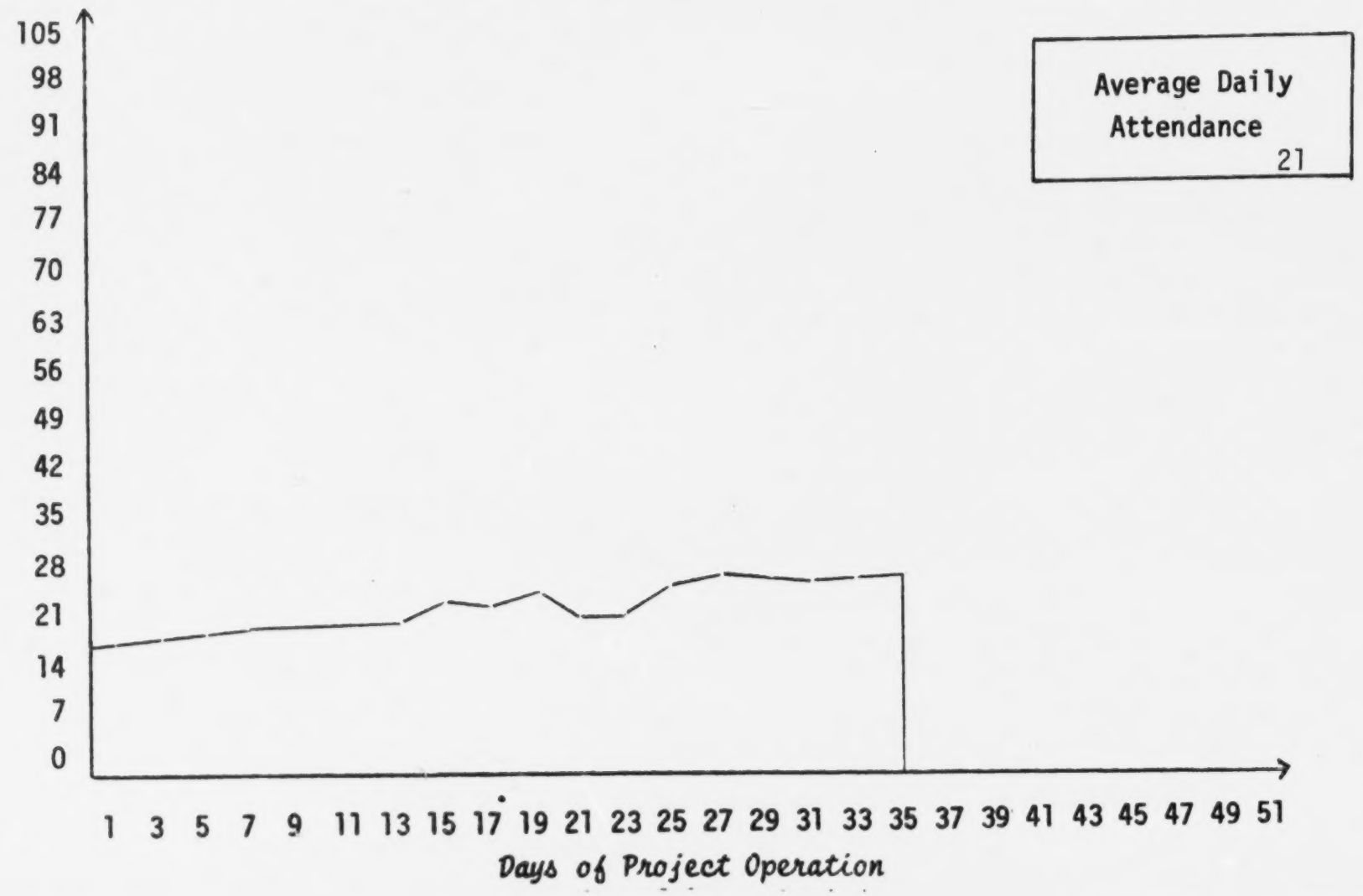
[3] This number reflects the average number of CALENDAR DAYS the student was enrolled.

PUPILS IN MEMBERSHIP BY DAYS OF PROJECT OPERATION

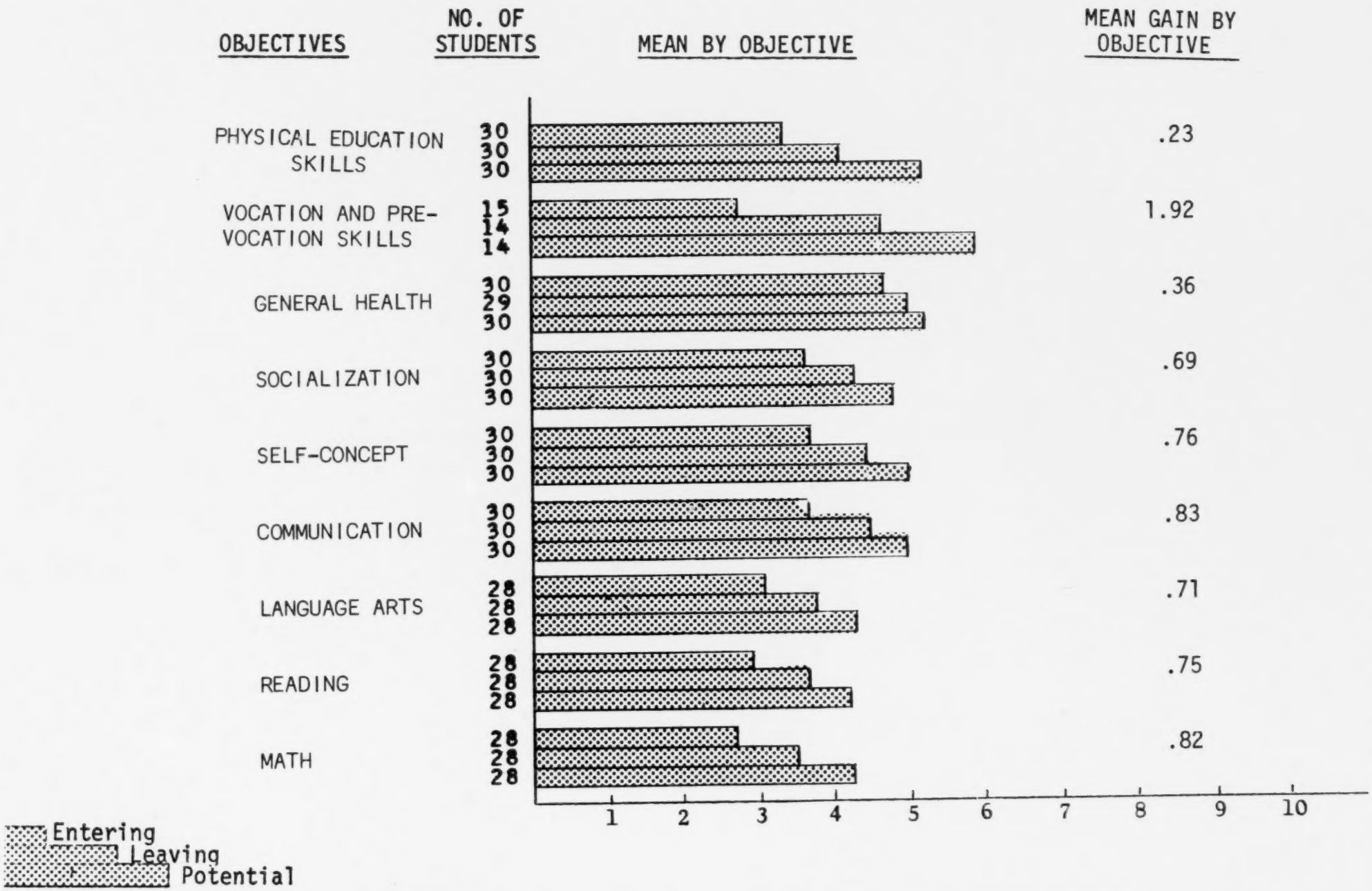
Henderson E.



PUPILS' DAILY ATTENDANCE BY DAYS OF OPERATION



HENDERSON ELEMENTARY



STUDENT ACHIEVEMENT FROM GROWTH SCALES

B

HENDERSON COUNTY SUMMER MIGRANT EDUCATION PROJECT
FLETCHER SCHOOL
FLETCHER, NORTH CAROLINA

Superintendent: Glenn C. Marlow
Project Director: K. B. Wheeler

Site Team Members: Y. A. Taylor
John Bolton
L. C. Case
Sarah Johnson

I. INTRODUCTION

The 1971 Evaluation of North Carolina's Summer Migrant Education Projects followed a pattern -- that of comparing performance to objectives -- which is currently being implemented in all areas of the State Department of Public Instruction's operations. In the early stages of the evaluation effort, the Division of Research and the Division of Planning in consultation with personnel from selected Program Services Divisions produced a handbook of specific student-oriented objectives which were adaptable to evaluation without the necessity of formalized tests. Draft copies of these handbooks were distributed to all project directors at the March 16th Grifton Conference for proposal planning. During the same period a national migrant committee was producing A Statement of Migrant Program Purposes. Subsequently, the eleven "objectives" which made up this statement were adopted by the North Carolina Migrant Programs as State Objectives. These also were passed along to project directors who were assured that the 1971 State evaluation would focus primarily on a comparison between objectives as presented in proposals and actual project operation as observed by two on-site teams during the summer's operation. This report also estimates the extent to which project operation conformed to State Objectives.

Directors were encouraged to write project objectives which would support State Objectives and to use sample specific objectives as guides for designing their instructional program. The Division of Research with the cooperation of the Division of Planning provided aid in preparation of objectives and program description for projects desiring these services as well as projects in which the contact was initiated at the direction of the State Migrant Staff.

In order to obtain information relating to student objectives, a growth sheet was designed. Project personnel were asked to record attendance and other pertinent information on this form and to compare each migrant student's performance on nine objectives common to most migrant programs. The scales on this growth sheet were designed so that each teacher could use the range of performance of her regular classes as a benchmark for comparison of migrant students' performance and abilities. All teachers attending the Atlantic Beach Conference were trained in the use of the growth sheets.

Thus, the basis for this evaluation report is derived from: site reports by evaluation team members, growth sheets on each student, project proposals, descriptive federal reports completed by project directors, and State questionnaires filled out by two members of the local project staff.

STATE OBJECTIVES

Instructional Services

1. Provide the opportunity for each migrant child to improve communications skills necessary for varying situations.

2. Provide the migrant child with preschool and kindergarten experiences geared to his psychological and physiological development that will prepare him to function successfully.

3. Provide specifically designed programs in the academic disciplines (Language Arts, Math, Social Studies, and other academic endeavors) that will increase the migrant child's capabilities to function at a level concomitant with his potential.

4. Provide specially designed activities which will increase the migrant child's social growth, positive self-concept, and group interaction skills.

5. Provide programs that will improve the academic skill, pre-vocational orientation, and vocational skill training for older migrant children.

6. Implement program, utilizing every available Federal, State, and local resource through coordinated funding, in order to improve mutual understanding and appreciation of cultural differences among children.

Supportive Services

7. Develop in each program a component of intrastate and interstate communications for exchange of student records, methods, concepts, and materials to assure that sequence and continuity will be an inherent part of the migrant child's total educational program.

8. Develop communications involving the school, the community and its agencies, and the target group to insure coordination of all available resources for the benefit of migrant children.

9. Provide for the migrant child's physical and mental well-being including dental, medical, nutritional, and psychological services.

10. Provide a program of home-school coordination which establishes relationships between the project staff and the clientele served in order to improve the effectiveness of migrant programs and in the process of parental reinforcement of student effort.

11. Increase staff self-awareness of their personal biases and possible prejudices, and upgrade their skills for teaching migrant children by conducting inservice and preservice workshops.

II. PROJECT OBJECTIVES - HENDERSON COUNTY

1. To maintain and continue proper continuity of program for each child as indicated in their transfer record.

2. To provide wholesome food for each child every school day. Children will be served breakfast and lunch in cafeteria and a snack at 3 o'clock.

3. To provide clothing for each child - 2 complete sets of clothing will be supplied each child. This will include 2 shirts or blouses, 2 pair shorts, underclothing, two pair socks and 2 pair shoes. While one set of clothes is being worn, the other set will be laundered.

4. To provide health services. Each child will be given a thorough physical examination by the local Migrant Health Clinic staff -- follow up by local doctor and dentist will be given. Daily health needs will be taken care of by staff or by clinic staff when needed.

5. To provide a varied program of physical education activities appropriate for each age group. These activities will include movement exploration, basic locomotor skills, rhythmic activities (rope jumping, lummie sticks, tinickling, folk games), basic tumbling, games and relays.

6. To provide cultural enrichment activities. Arts and crafts instruction, listening and moving to different forms and tempos of music. Visit to drama center, field trips to zoo, Biltmore Estate, water works and to the local children's theatre once a week. There will be a period of preparation for each of these experiences and afterwards a chance for each to express what these experiences have meant to them.

7. To promote development in self-concept, through reading, viewing films and listening to oral instructions. The child will be directed to identify emotions and describe feelings of empathy and sympathy for characters seen or heard. They will be given opportunities to set up and operate some of the audio-visual equipment to properly catagorize a list of rights, privileges and responsibilities. To experience the concept of taking a formal test and scoring it. To take "turns and share" through experiences in the classroom and in physical education.

8. To provide opportunities for further development in the language arts by teaching auditory discrimination and vocabulary, to establish a purpose for listening, and to help develop habits of listening respectfully to each other. To provide continuous motivation to involve all children in oral language activities, telling their own stories, discussions and to include more oral work in content subjects. In reading, we will take the child where he is and develop his ability as far as we can in the time available. To provide opportunities for each child to become more proficient in all facets of reading -- functional reading, reading for enrichment, reading for pleasure. In spelling, a suitable program for each child will be set up with the following in consideration:

a. Vocabulary Development
b. Phonetic and structural analysis of words
c. Review of words learned
d. Words compiled from other subject areas
e. Variety of writing experiences
f. Practice in using dictionary
g. Evaluation of one's own work and pride in accomplishment.

(Again, due to different ages and abilities, we will set up each program of handwriting from the following:)

a. Provide proper materials with which to work
b. Sequential development of skills parallel to the childs level of growth
c. Provisions for individual differences
d. Practice for improvement
e. Foster a desire to write well on all occasions
f. Develop the ability to evaluate, correct, and improve one's own handwriting. For the older and more advanced, a program of written expression, being concerned with two major aspects of expression (1) the idea that children have and wish to express, and (2) the techniques and skills that facilitate the expression of these ideas.

III. INSTRUCTIONAL PROGRAM

Although the Henderson County Project served the majority of the migrant students in Henderson County this year, enrollment was less than anticipated. Of the twenty-nine students enrolled, eighteen were five year migrants. Grade placement ranged from kindergarten through seventh grade although the children were placed into three groups for instruction.

Each day's program began with showers for all students immediately after arrival at 8:30 a.m. Breakfast and the brushing of teeth occupied the schedule from 8:45 until 10:00. The library was opened from 9:15 until classes began for early arrivals and fast eaters. The instructional program began at 10:00 a.m. and was continued through lunch with large group activities scheduled in the afternoons. The final hour of the operation (2 - 3 p.m.) was devoted to quiet games, reading, recreational games, etc.

The three morning periods encompassed the areas of reading, music, art, math and physical education. Physical education for all students was a major part of this program. Students participated in exercises designed to provide basic skill development. The well-equipped gym contained considerable equipment; jumping box, lummie sticks, beanbags, horizontal bars, trampoline, parallel bars, jumpropes, tires and a vaulting horse. Although the routines were more instructional than recreational, all students seemed to enjoy the activities.

Classroom instruction for the kindergarten children exceeded that found in some kindergartens. Simple exercise sheets were used to teach the alphabet. The singer series of pictures related to black culture was used to teach word concepts. In a few cases the children's concept of the scene was different from the "answers" supplied by the singer company. The teacher taught the singer concepts.

The elementary instruction was somewhat more individualized. Arithmetic was taught by the use of individual work sheets. Reading was from prepared cards illustrating word types, e.g. contractions, and from various books. Although the classrooms were well equipped with materials and some equipment, the library-learning center was outstanding in this respect. Some of the equipment used both for teaching and "recreational" activities included DuKane projectors, record players with a series of individual phones and many printed materials. In the library, all children were supervised and guided by the librarian and aide, as well as the teachers. A few children with reading problems got significant individual instruction during this period.

For the older girls, a program in sewing was introduced. The program was fortunate in securing three new sewing machines from another program,

donations of materials from a local business, and a home economics teacher for the course. The girls made different articles of clothing and presented a fashion show at the end of the session.

In addition to the classroom activities, children were taken on field trips to the zoo in Asheville, Cradle of Forestry, Biltmore House, fish hatchery and the water works.

The students reaction to the program was good. Most were very receptive to the activities and participated freely in them. The girls were especially enthusiastic about the addition this year of the sewing class.

IV. SUPPORTIVE SERVICES

Bus transportation was provided to and from the project and for field trips. An activity bus was used for both purposes. Two meals and a snack were provided daily. Clothing, including shoes (sneakers) was provided for all the students.

Some mental and dental services were provided by the local Health Department and the Migrant Health Clinic. Other services were provided by clinics, doctors and dentists on a fee basis. Basic health instruction was also conducted in the classroom.

Proper follow-up service was taken to assure that all records pertinent to scholastic ability, health and family could be sent to other states upon request.

Members of the staff participated in the Virginia Beach Conference, Grifton Conference and the Atlantic Beach Workshop as part of their pre-service training. During the operation of the project, one day and two nights were devoted to planning for program improvement.

Training in the use of materials and equipment was accomplished at the Beaufort Elementary School during the Atlantic Beach Conference. Visits to Haywood County and Transylvania County also strengthened in-service training. One post-service meeting was held for the purpose of making recommendations for next year's program.

V. OTHER SERVICES

Coordination with other agencies and the community was considered good. All special Title I services were available to all economically and educationally deprived children regardless of the program in which they were enrolled. The site teams did not observe any Title I summer operations.

Several agencies including Farm Security Commission, County Agent, Employment Security Commission, Public Health Service, Local Migrant Council, Migrant Health Clinic, Migrant Day Care Center and the Youth Corps were directly involved in serving the migrant population. The local Migrant Council initiated meetings with representatives from the above stated agencies during the off season. A few local community agencies donated free materials. Local businessmen were contacted regarding the purchase of clothing for the children.

Parental participation in the program was very low. Almost all the parents worked during the hours that the program was in session. Migrant homes were visited though by staff and during this time the program was explained to the parents and the parents were invited to visit the program when possible.

Dissemination of program information was conducted mostly on the local level. This was accomplished through personal contact with growers, community leaders, community agencies and migrant parents. In the area of

physical education instructions and booklets on activities in the area of "Movement Education" were sent to various counties on request.

I. DISCUSSION OF PROJECT ACTIVITIES

It was concluded by the evaluation teams that most of the extensive list of project activities were being met adequately. The project was judged outstanding in the area of elementary physical education. Several of the evaluators indicated their feeling that benefits from the P.E. carried over into the rest of the program.

The learning program in the library also was impressive. Classroom instruction was considered somewhat structured although adequate. Some of the older boys were observed as being restless in the classroom situations. The evaluators suggested that discipline and motivation might be improved through the implementation of a contingency contracting system. The staff proposes to add a vocational component for the older boys next year. The sewing class for the girls was considered an asset to the program.

Classroom space was considered a problem by the local staff. The school was being shared by another program, and some repairs were underway during the visits.

Parental involvement was reported as very low. It was suggested that "rainy day programs" might increase involvement without conflicting with the work of the parents. Practically all of the home-school coordination was done by the Director who also taught the physical education classes.

There were some indications that all eligible migrants were not enrolled. Crop failures were cited as was the suspicion that more enrollment could be obtained by operating the program during the afternoon hours when the parents were still at work. This problem should be given special consideration in light of the low enrollment this year.

II. RECOMMENDATIONS

Many of the recommendations from and for the Henderson County program were concerned with teacher training and contacts with other migrant projects. The following are the suggestions which this writer considers most applicable.

The Project Staff Recommends:

1. Provide a vocational or manipulative section of the program for the older boys.
2. Expose more personnel to training programs throughout the year.
3. Institute "Rainy Day" programs to improve parent participation.
4. Provide aid in quicker methods of screening children for proper grouping.
5. Provide children an opportunity to select their own clothing so there will be a greater variety.
6. Work closer with the Mental Health Agency.

The Evaluation Team Recommends:

1. Continuing work on objectives and relating objectives more closely to activities during program operation, e.g., teachers modify and write objectives.
2. Set up inter-project visits as part of local training.
3. Emphasize recruitment to a greater extent.
4. Consider using a contingency contract system.
5. Try to work more of the "childrens language" and experiences into the Language Arts curriculum.
6. Consider using a school bus instead of activity bus for daily transportation.

A

HYDE ELEMENTARY
Summer Migrant Education Evaluation
1971 Evaluation

Program Operation Dates: June 14 - July 23
[1]Days & Hours Operated: 8:00 a.m. - 4:00 p.m. M T W T F
[1]Total Days of Operation: 25
Estimated Enrollment: 30
Actual Enrollment: 66

[2]Average Daily Attendance: 31
[2]Sum of Daily Attendance: 784

Type of Migrant:
Interstate: 66
Intrastate: 0
5 Year Provision: 0

[3]Average Length of Membership: 16
Maximum Membership: 48

Migrant Students Traveling in Family Groups: 66 Girls: 31 Boys: 35

PROJECT STAFF AS REFLECTED BY PROPOSAL PLUS "VOLUNTEERS"

Full-Time	No.	Percent of time Paid	Part-Time	No.	Percent of time Paid
Director	1	100%	Bus Drivers	2	"Part-time"
Teachers	3	100%	Recreational Instructors	3	"Part-time"
Teacher Aides	3	100%	Recreational Consultant	1	"Part-time"
Lunchroom Worker	1	100%			
Janitorial Worker	1	100%			
Bookkeeper	1	100%			
Nurse	1	100%			

Total full-time equivalent paid staff: 14
Teacher-pupil Ratio: 1 : 22.0
Staff-pupil Ratio: 1 : 4.7

Number of Students by Age

Age:	5-	5	6	7	8	9	10	11	12
Number:	6	8	8	9	10	8	2	12	3

Average Age of Student: 7.8

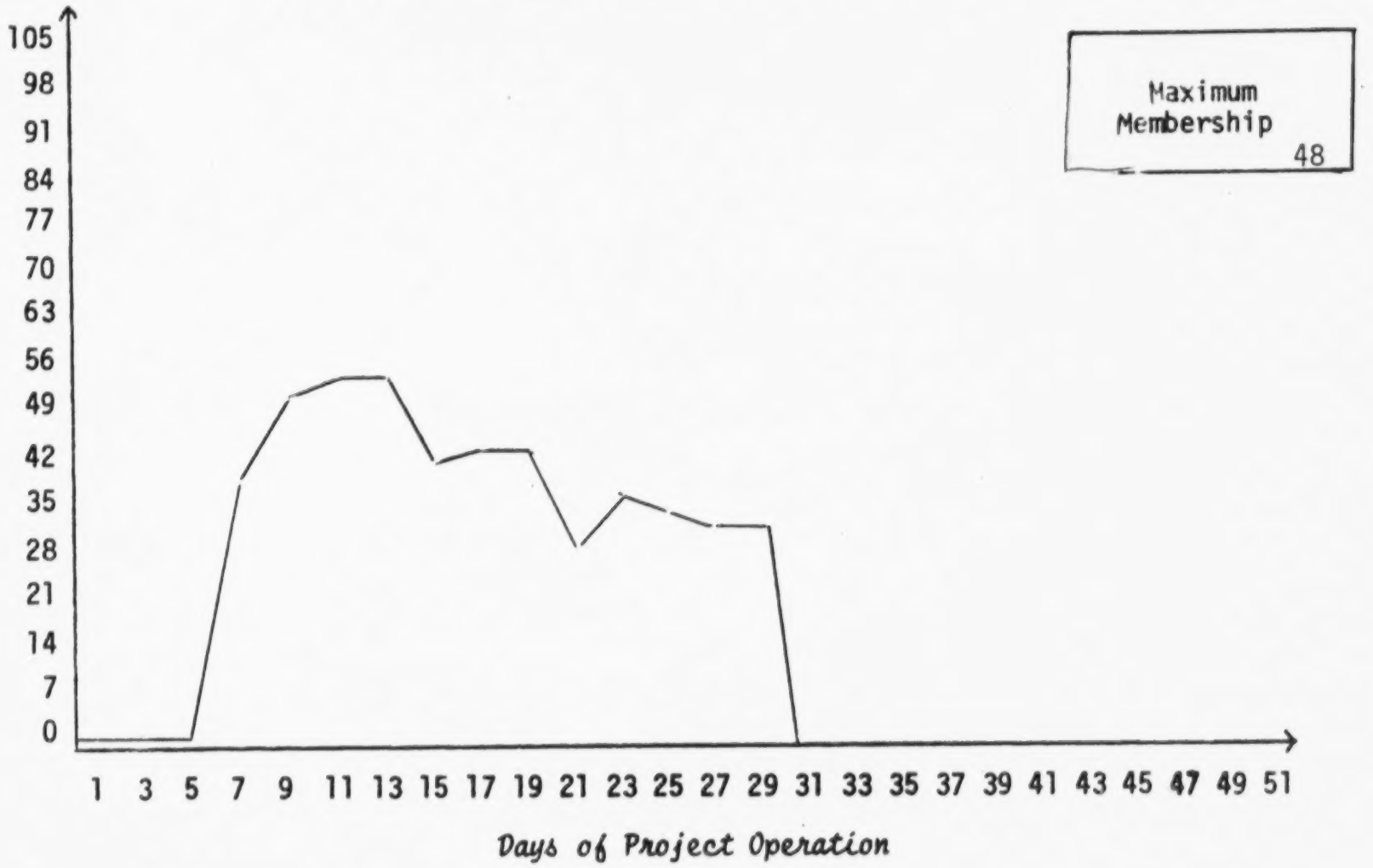
[1] This number indicates only total days of operation (not calendar days).

[2] This is the total number of students present for all the days the project was in operation.

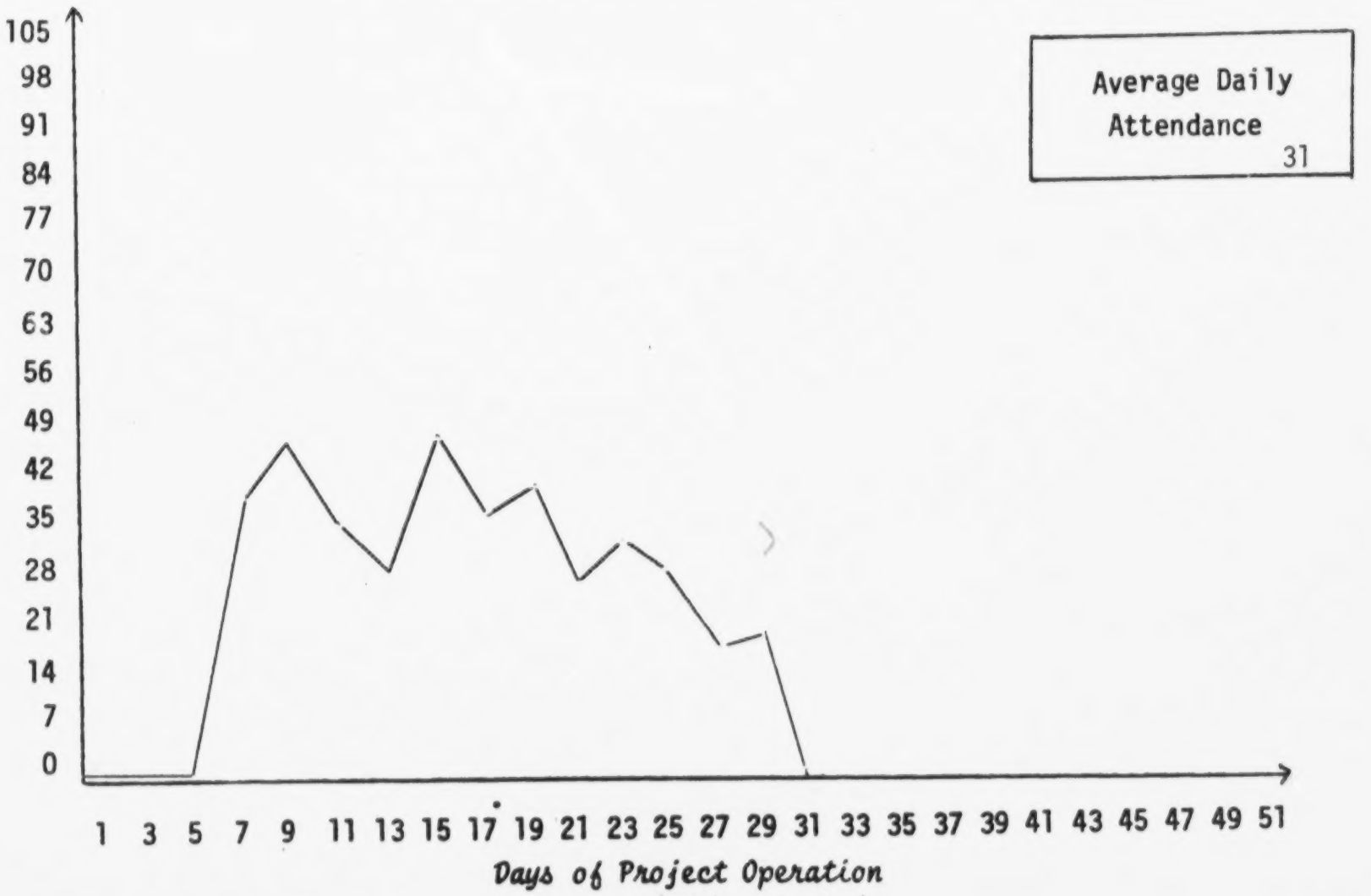
[3] This number reflects the average number of CALENDAR DAYS the student was enrolled.

PUPILS IN MEMBERSHIP BY DAYS OF PROJECT OPERATION

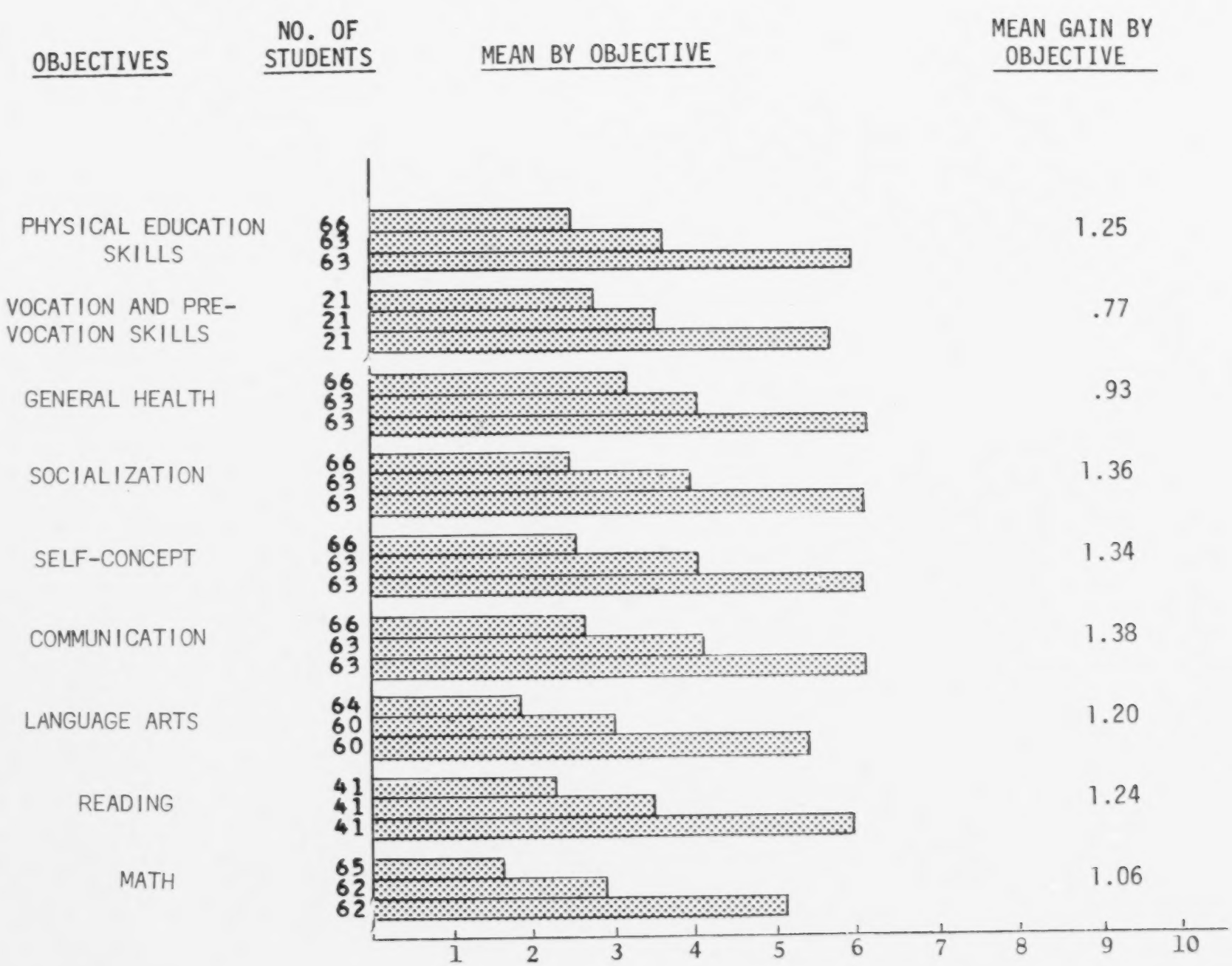
Hyde E



PUPILS' DAILY ATTENDANCE BY DAYS OF OPERATION



HYDE ELEMENTARY



STUDENT ACHIEVEMENT FROM GROWTH SCALES

B

HYDE COUNTY SUMMER MIGRANT EDUCATION PROJECT
MATTAMUSKEET SCHOOL
SWAN QUARTER, NORTH CAROLINA

Superintendent: Richard O. Singletary
Title I Director: David S. Coble
Project Director: Melba Farrow

Site Team Members: Arch Manning
Sarah Johnson
Katheryn Lewis

I. INTRODUCTION

The 1971 Evaluation of North Carolina's Summer Migrant Education Projects followed a pattern - that of comparing performance to objectives - which is currently being implemented in all areas of the State Department of Public Instruction's operations. In the early stages of the evaluation effort, the Division of Research and the Division of Planning in consultation with personnel from selected Program Services Divisions produced a handbook of specific student-oriented objectives which were adaptable to evaluation without the necessity of formalized tests. Draft copies of these handbooks were distributed to all project directors at the March 16th Grifton Conference for proposal planning. During the same period a national migrant committee was producing A Statement of Migrant Program Purposes. Subsequently, the eleven "objectives" which made up this statement were adopted by the North Carolina Migrant Programs as State Objectives. These also were passed along to project directors who were assured that the 1971 State evaluation would focus primarily on a comparison between objectives as presented in proposals and actual project operation as observed by two on-site teams during the summer's operation. This report also estimates the

extent to which project operation conformed to State objectives.

Directors were encouraged to write project objectives which would support State objectives and to use sample specific objectives as guides for designing their instructional program. The Division of Research with the cooperation of the Division of Planning provided aid in preparation of objectives and program description for projects desiring these services as well as projects in which the contact was initiated at the direction of the State Migrant staff.

In order to obtain information relating to student objectives, a Growth Sheet was designed. Project personnel were asked to record attendance and other pertinent information on this form and to compare each migrant student's performance on nine objectives common to most migrant programs. The scales on this Growth Sheet were designed so that each teacher could use the range of performance of her regular classes as a benchmark for comparison of migrant students' performance and abilities. All teachers attending the Atlantic Beach Conference were trained in the use of the growth sheets.

Thus, the basis for this evaluation report is derived from: site reports by evaluation team members, growth sheets on each student, project proposals, descriptive federal reports completed by project directors, and State questionnaires filled out by two members of the local project staff.

STATE OBJECTIVES

Instructional Services

1. Provide the opportunity for each migrant child to improve communications skills necessary for varying situations.

2. Provide the migrant child with preschool and kindergarten experiences geared to his psychological and physiological development that will prepare him to function successfully.

3. Provide specifically designed programs in the academic disciplines (Language Arts, Math, Social Studies, and other academic endeavors) that will increase the migrant child's capabilities to function at a level concomitant with his potential.

4. Provide specially designed activities which will increase the migrant child's social growth, positive self-concept, and group interaction skills.

5. Provide programs that will improve the academic skill, pre-vocational orientation, and vocational skill training for older migrant children.

6. Implement programs, utilizing every available Federal, State, and local resource through coordinated funding, in order to improve mutual understanding and appreciation of cultural differences among children.

Supportive Services

7. Develop in each program a component of intrastate and interstate communications for exchange of student records, methods, concepts, and materials to assure that sequence and continuity will be an inherent part of the migrant child's total educational program.

8. Develop communications involving the school, the community and its agencies, and the target group to insure coordination of all available resources for the benefit of migrant children.

9. Provide for the migrant child's physical and mental well-being including dental, medical, nutritional, and psychological services.

10. Provide a program of home-school coordination which establishes relationships between the project staff and the clientele served in order to improve the effectiveness of migrant programs and the process of parental reinforcement of student effort.

11. Increase staff self-awareness of their personal biases and possible prejudices, and upgrade their skills for teaching migrant children by conducting inservice and preservice workshops.

II. PROJECT OBJECTIVES

The Hyde County Migrant Education Program was designed to meet the following objectives:

1. Increase the migrant child's social growth, positive self-concept, and group interaction skills.

2. Increase the migrant child's capabilities to function at a level approaching his potential in language arts and math.

3. Provide the migrant child with preschool experience that will prepare him to function successfully.

4. Utilize available agency resources through coordinated planning in order to improve mutual understanding and appreciation of cultural differences among migrant children.

III. INSTRUCTIONAL PROGRAM

The Hyde County Summer Migrant Education project was organized into an instruction phase for preschool and elementary school students (grades 1 - 6) which was operated at Mattamuskeet School and a recreational phase for enrolled children and other young migrants which operated for 5 hours on Sunday afternoons and two hours one week night at the three migrant camps. The instructional phase emphasized readiness, reading, language arts and cultural enrichment. Classes in sewing for girls were added to the program in response to student interest. Similarly, volunteer help made possible classes in small engine repair for the older boys.

The services of a speech therapist, provided through ESEA Title V-B, made possible classes in speech for children identified as having speech problems. The therapist was able to communicate with spanish-speaking migrants in their "own" language. Children were grouped according to age and teacher opinion of abilities into three classes: preschool, advanced kindergarten through third grade, and third through sixth grades. For short periods early in the project, preschool and spanish-speaking children were allowed to remain with other members of their family to promote their security. In spite of a relatively large pupil-teacher ratio, the project was able to provide small group instruction according to ability and interest through the use of teacher aides and community volunteers. The instructional program was modified in accordance with student interest and made extensive use of experience activities. Students were allowed certain freedoms including mobility during instruction. Meals were the occasion for learning about new foods, nutrition and table manners. Field trips were incorporated into the instructional program; the week prior to the visit to the Holiday Inn for lunch, students practiced menu selection and proper behavior. The other nine field trips included visits to a TV station, The Lost Colony, Wright Memorial, a dairy farm and the forestry department.

Young children were taught reading on a multi-terminal cassett recorder. Similar machines were used by older children for math instruction. Practice in reading was obtained tnrough use of recipes for the afternoon snacks. Art, music, and games were used by teachers as a means of teaching reading and math.

The recreational program, a new addition to the project tnis year, was operated at the campsites instead of the school so as to serve a greater number of migrant children and to increase parental involvement in the program. Three part-time recreational instructors transported equipment to the campsites and supervised the activities which included horseshoes, badminton, croquet, ping-pong, see-sawing, space-hopping, checkers, and other small table games. These activities were held on a rotating basis among campsites on Wednesday afternoons from 5 - 7 p. m. and on Sundays from 2 - 7 p. m. Migrant families located at the two campsites without this program were transported by crew leaders so that tney too could participate. In conjunction with tne program, cookouts and ice-cream parties were held at each camp on the same schedule. Representatives of the North Carolina Council of Churches assisted staff members and migrant parents in cooking and serving the food at the campsites.

All site team members reported extremely high student involvement and acceptance of the Hyde County Program. They were also impressed with the project staffs' concentration on the academic skills and the variety of effective means of teaching these skills. As one visitor commented "these children do not seem adverse to books and learning as some kids do."

Students seemed eager to participate in all aspects of the program. All children who were interviewed by the team members indicated the hope that they would be able to return next year. While the evaluators attributed the project's success in this aspect to attention to student's interest and involvement, the project staff cited more pre-planning at the local level, a

larger variety of equipment and materials, and the fact that the majority of staff members had gained experience in working with migrants.

IV. SUPPORTIVE SERVICES

The program provided each student with two hot meals and one bag supper daily. Transportation was provided to and from the Center and for field trips.

Health services rendered included; daily showers, two complete outfits of clothing (underwear; street clothes, shoes and socks), daily laundry services, health kits, oral examination and treatment where required, testing for intestinal parasites, sight and hearing examinations, a series of immunizations, and for those students who had not received them within the past year - complete medical examinations and tuberculin tests.

Health services were coordinated with the State Board of Health which provided a part-time Nurse's Aide to provide assistance in physical examinations and camp visits. This agency also provided laboratory services and serums for innoculations. Other agencies providing health services were: Hyde County Board of Health - physician who gave physical examinations, Social Services Department, North Carolina Commission for the Blind, and the Tideland Mental Health Clinic.

The recreational program on Wednesdays and Sundays brought the Migrant Education Program to the camps. This aspect of the program resulted in more parental involvement than attempts to involve parents at the school site. Parents were consulted about scheduling these activities and helped

with preparation of food for the cookouts. Three part-time recreational instructors utilized volunteer aides to carry out this phase of the program.

Interstate Communications involving student records were limited to full participation in the Student Transfer Record System through the Grifton Center and Little Rock Computer. Instrastate Communications were served through the same system and the provision of information to the State Migrant Agency and its evaluation section.

All staff members were trained in two days of local sessions prior to beginning program operation. All teachers and aides attended the State-sponsored week-long workshop at Atlantic Beach. Two teachers attended the Behavior Modification Conference during the Spring. Program representatives attended the Virginia Beach Conference. The Director visited another program in North Carolina during this summer's operations. Reports were made to the entire staff concerning information and materials gained at these conferences. During the first and third weeks of the program, daily conferences were held after school hours involving all staff members to discuss implementating program objectives and program changes based on observed student needs and interest.

V. OTHER SERVICES

The campsite recreation program was one of the means used to involve migrant parents in the program. Parental involvement also was sought through visits made by all staff members to the migrants, growers, and crew leaders;

through a parents' night meeting; through the home visits of the project director-nurse who provided supplies and instructions on how to combat the health problems of the students; and through invitations to the parents to visit the Center and to attend field trips.

Although few parents were able to visit the instructional program due to working hours, they exhibited acceptance of and concern with the program by informing staff of the subject matter in which they felt their children needed special help. Spanish-speaking parents served as interpreters and assisted in planning and recruitment of Spanish-speaking children.

Community support of the program was shown through the assistance provided by individuals and groups. Migrant teenagers and local high school girls assisted at the Center, local and migrant teenaged boys assisted the recreational instructor at campsite recreation and cookout activities, adults volunteered services to make possible additional organized recreation activities at the Center, and to supervise field trips. A local flower shop donated flowers and materials so that each child could make corsages for his mother. The program was well-accepted by school administration and local growers.

The North Carolina Council of Churches provided day care services for children too young to enroll in the program, some financial assistance and transportation for medical services, assisted in recruitment and in the recreational program and cookouts at campsites. The program cooperated with the Council of Churches by providing transportation of day care students to the school site. These children were then transported via car provided by the Council of Churches to their day care center.

Information about the program was disseminated by personal contact with growers, crew leaders and community leaders before the program, and by these means plus newspapers and magazines during the program. Since the program, information has been disseminated by public appearance at churches, civic clubs, and service agencies.

I. DISCUSSION OF PROJECT ACTIVITIES

The learning atmosphere of the Hyde County Program was flexible yet academically oriented. Within limits, students were allowed to select preferred activities, from a variety of offerings. There was an openness of communications between the students and the staff yet it was accepted that the staff was running the program. Offerings of volunteers was readily accepted, the most notable examples being the addition of small engine repair and sewing, discussed in the project description. The academic areas of math and language arts were emphasized - separately and in conjunction with other program activities. Through the use of machines and individualized attention by teachers, aides, and volunteers, students were led to concentrate on overcoming deficiencies in these two areas. Many of the activities - recreational, physical education, meals and field trips were judged by the observers as supportive of the objectives of group interaction skills and improvement of self-concept. Vocational training and prevocational orientation were limited in this elementary project.

Staff attitudes and total program operation which included a significant number of community volunteers gave indications of contributing to mutual understanding.

Since no other summer programs were operational at Mattamuskeet School, the program hired one lunchroom worker who served two type "A" meals and provided one bag supper daily. The food program was described by the site

team as "well planned and very good".

Medical and dental services as described in an earlier section of this report were ably implemented. In this area inter-agency cooperation was excellent. No less than six agencies or individuals not paid by the project provided some type of medical service. Psychological services were available and were used. The North Carolina Council of Churches cooperated with tne project by helping with transportation, food for emergency situations, coordination with other agencies, and other services outside the scope of Migrant Education Activities.

Bringing the recreational program to the camps was instrumental in fostering support within the migrant community for the program. Other evidences of support were noted. As one visitor put it, "The director was welcomed and called by name everywhere she went . . . she was recognized by children and adults alike." While the numbers of volunteers would indicate community support of the program, other indications were that the relationships between the program and the entire community were still somewhat uncertain. One visitor described grower-project relations as "fairly good." Another received the impression that the community at large had adopted a "wait-and-see" attitude toward the project.

The Hyde County Project, though describing only four objectives in the project proposal, effectively operated a program which seriously attempted to meet all eleven of the state objectives. In the opinion of the site teams, ten of these objectives were met in such a way that this project

was determined exemplary in the elementary project classification. Strengths noted included effectiveness of innovative ways of teaching math and language arts, the quality of leadership, involvement of volunteer help and coordination with other agencies providing services to migrants. Team members summed up their impressions of the project: "Don't see how they could meet them (needs) any better", "Both phases--the instructional and the recreational--were beautifully organized and carried out in an exemplary manner, "Excellent organization and well directed staff tended to make this possible." SCOPE the entire project activities left small room for improvement. "Very closely tied to the state objectives. Program seems to be built arount them."

II. RECOMMENDATIONS

Although the Hyde County Project was named exemplary, both the project staff and evaluation team made recommendations which would aid planners for next year's project.

The Local Staff Recommended:

1. That more efforts be placed on involving migrant parents as paid members of the staff. (e.g. teacher aides)

2. Provision of vocational type programs for migrants in the secondary age group.

3. Introduction of night activities involving students in order to encourage parents to visit the center.

4. Inclusion of on-site observations to other projects as a part of local training.

The Evaluation Team Recommends:

1. Proposal writers be given aid in order to make objectives more representative of the actual project operation.

2. Extension of the methods used in the academic teacning.

3. Provision of a "Library" of paperbacks and magazines.

4. Extension of the emphasis placed on art and music.

5. Hire more bilingual staff members.

6. Implementation of a vocational or prevocational program for older youth which is not limited to sewing and small engine repair.

7. Extend program benefits to eligible children receiving services only at campsites and enroll these children.

A

JOHNSTON ELEMENTARY
Summer Migrant Education Evaluation
1971 Evaluation

Program Operation Dates: July 6 - August 6
[1]Days & Hours Operated: 7:30 a.m. - 4:30 p.m. M T W T F
Total Days of Operation: 24
Estimated Enrollment: 46
Actual Enrollment: 74

[2]Average Daily Attendance: 51
[2]Sum of Daily Attendance: 1238

Type of Migrant:
Interstate: 33
Intrastate: 14
5 Year Provision 27

[3]Average Length of Membership: 25
Maximum Membership: 69

Migrant Students Traveling in Family Groups: 66 Girls: 34
Boys: 40

PROJECT STAFF AS REFLECTED BY PROPOSAL PLUS "VOLUNTEERS"

Full-Time	No.	Percent of time Paid	Part-Time	No.	Percent of time Paid
Program Supervisor	1	100%	Director	1	1.5%
Principal	1	100%	Bookkeeper	1	2%
Teachers	3	100%	Dietitian	1	50%
Aides	2	100%			
Home Counselor	1	100%			
Nurse	1	100%			
Secretary	1	100%			
Cooks	2	100%			
Janitor	1	100%			
PACE Aides	4	100%			

Total full-time equivalent paid staff: 17.5
Teacher-pupil Ratio: 1 : 24.7
Staff-pupil Ratio: 1 : 4.2

Number of Students by Age

Age:	5	6	7	8	9	10	11	12	13	15
Number:	5	10	9	15	12	6	7	3	5	2

Average Age of Student: 8.7

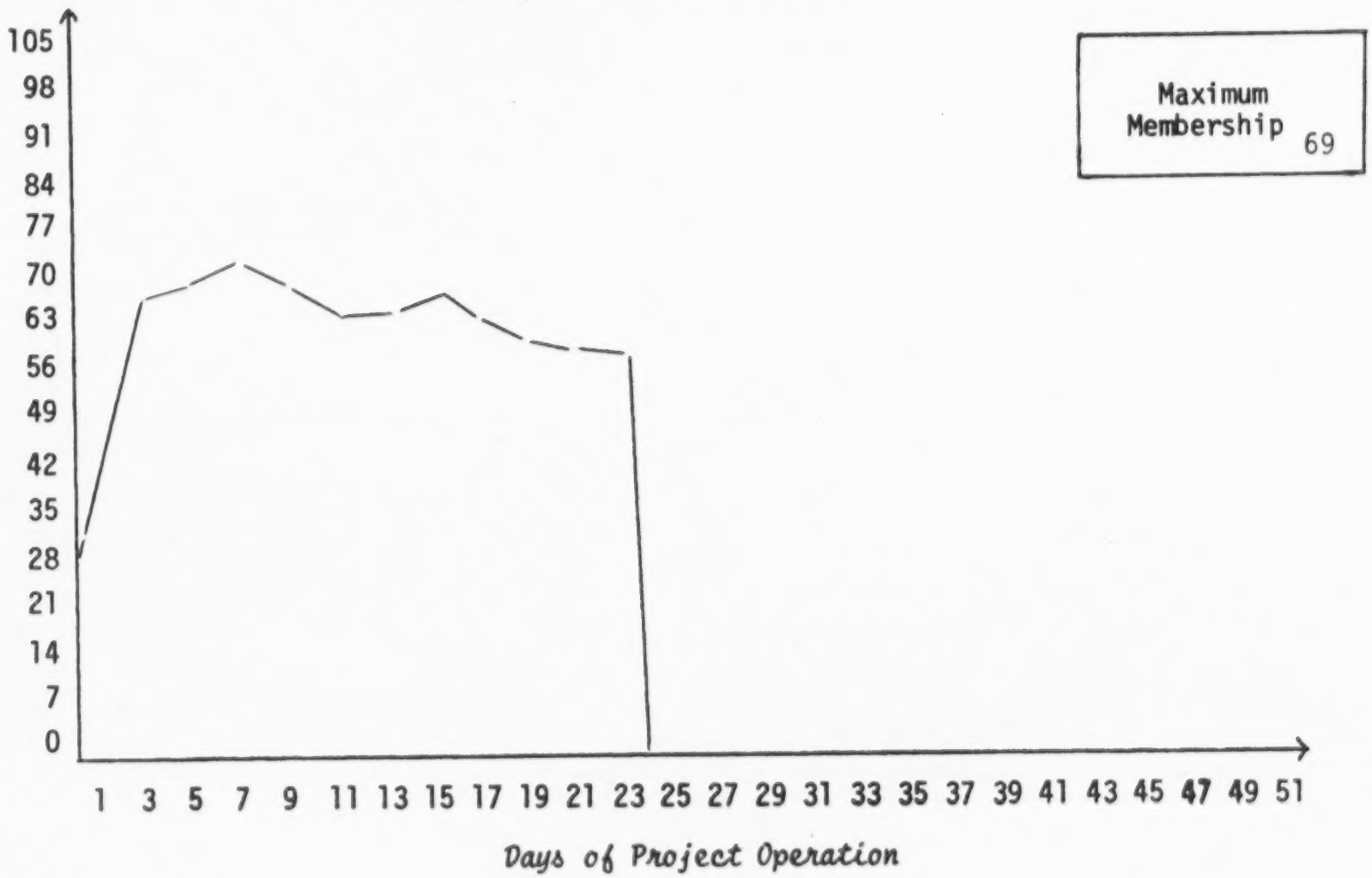
[1] This number indicates only total days of operation (not calendar days).

[2] This is the total number of students present for all the days the project was in operation.

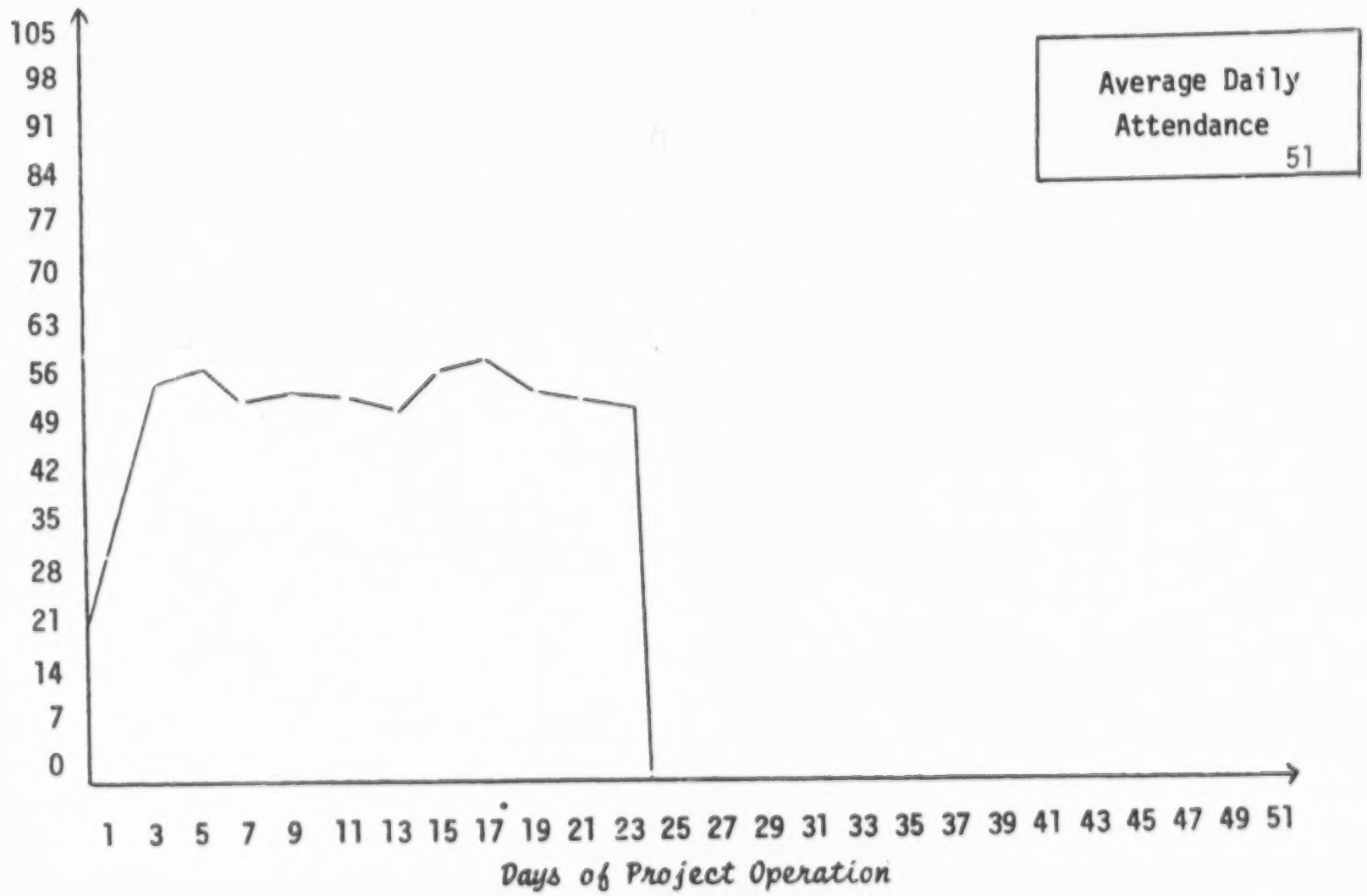
[3] This number reflects the average number of CALENDAR DAYS the student was enrolled.

Johnston E.

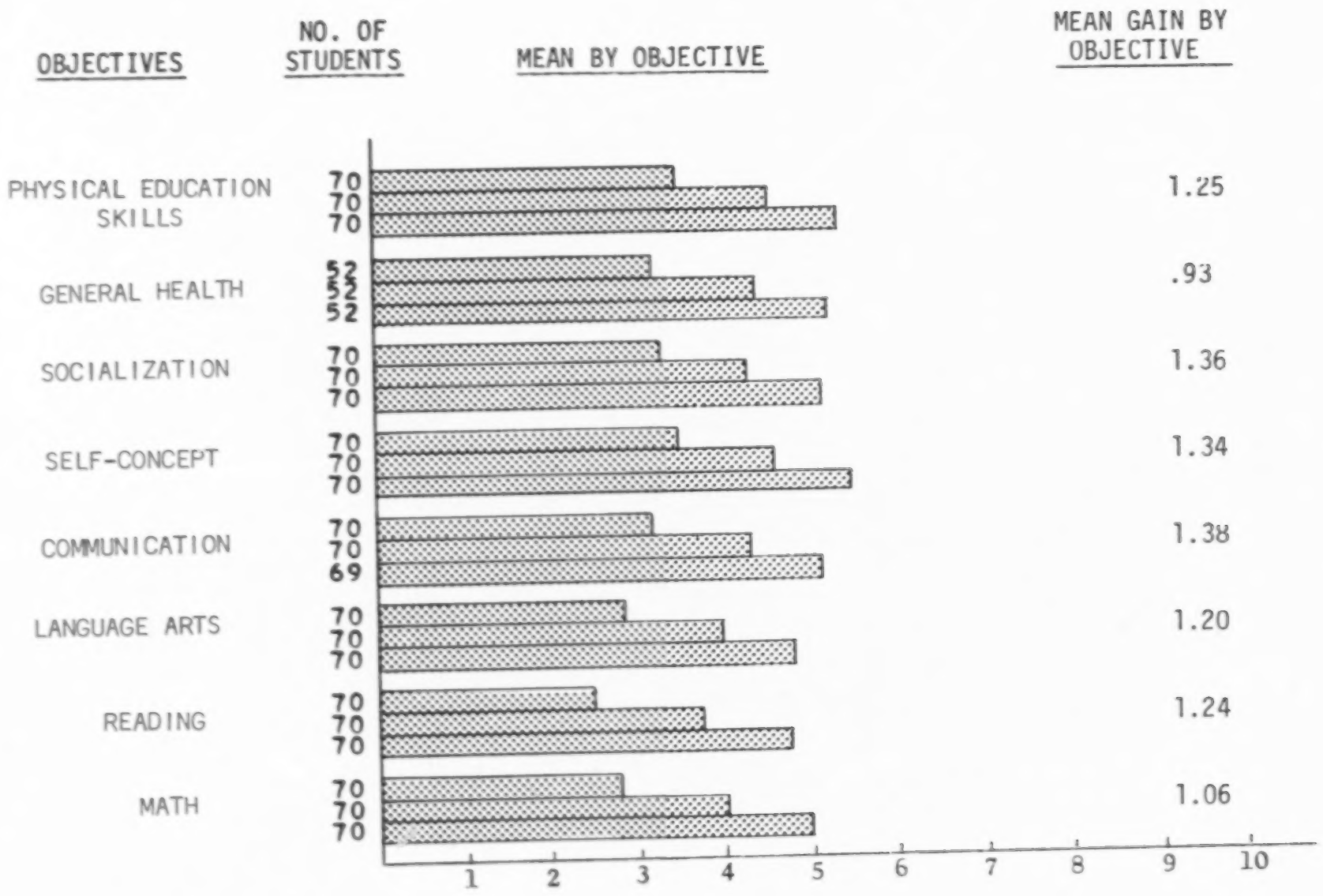
PUPILS IN MEMBERSHIP BY DAYS OF PROJECT OPERATION



PUPILS' DAILY ATTENDANCE BY DAYS OF OPERATION



JOHNSTON ELEMENTARY



STUDENT ACHIEVEMENT FROM GROWTH SCALES

B

JOHNSTON COUNTY SUMMER MIGRANT EDUCATION REPORT
HILLSIDE ELEMENTARY SCHOOL
BENSON, NORTH CAROLINA

Superintendent: E. S. Simpson
Project Director: J. L. Pittman
Project Coordinator: Frances McNeill

Site Team Members: Y. A. Taylor
Malcolm Williams
Melba Farrow
John Ogle

I. INTRODUCTION

The 1971 Evaluation of North Carolina's Summer Migrant Education Projects followed a pattern - that of comparing performance to objectives - which is currently being implemented in all areas of the State Department of Public Instruction's operations. In the early stages of the evaluation effort, the Division of Research and the Division of Planning in consultation with personnel from selected Program Services Divisions produced a handbook of specific student-oriented objectives which were adaptable to evaluation without the necessity of formalized tests. Draft copies of these handbooks were distributed to all project directors at the March 16th Grifton Conference for proposal planning. During the same period a national migrant committee was producing A Statement of Migrant Program Purposes. Subsequently, the eleven "objectives" which made up this statement were adopted by the North Carolina Migrant Programs as State Objectives. These also were passed along to project directors who were assured that the 1971 State evaluation would focus primarily on a comparison between objectives as presented in proposals and actual project operation as observed by two on-site teams during the summer's operation. This

report also estimates the extent to which project operation conformed to State objectives.

Directors were encouraged to write project objectives which would support State objectives and to use sample specific objectives as guides for designing their instructional program. The Division of Research with the cooperation of the Division of Planning provided aid in preparation of objectives and program description for projects desiring these services as well as projects in which the contact was initiated at the direction of the State Migrant staff.

In order to obtain information relating to student objectives, a Growth Sheet was designed. Project personnel were asked to record attendance and other pertinent information on this form and to compare each migrant student's performance on nine objectives common to most migrant programs. The scales on this Growth Sheet were designed so that each teacher could use the range of performance of her regular classes as a benchmark for comparison of migrant students' performance and abilities. All teachers attending the Atlantic Beach Conference were trained in the use of the growth sheets.

Thus, the basis for this evaluation report is derived from: site reports by evaluation team members, growth sheets on each student, project proposals, descriptive federal reports completed by project directors, and State questionnaires filled out by two members of the local project staff.

STATE OBJECTIVES

Instructional Services

1. Provide the opportunity for each migrant child to improve

communications skills necessary for varying situations.

2. Provide the migrant child with preschool and kindergarten experiences geared to his psychological and physiological development that will prepare him to function successfully.

3. Provide specifically designed programs in the academic disciplines (Language Arts, Math, Social Studies, and other academic endeavors) that will increase the migrant child's capabilities to function at a level concomitant with his potential.

4. Provide specially designed activities which will increase the migrant child's social growth, positive self-concept, and group interaction skills.

5. Provide programs that will improve the academic skill, pre-vocational orientation, and vocational skill training for older migrant children.

6. Implement programs, utilizing every available Federal, State, and local resource through coordinated funding, in order to improve mutual understanding and appreciation of cultural differences among children.

Supportive Services

7. Develop in each program a component of intrastate and interstate communications for exchange of student records, methods, concepts, and materials to assure that sequence and continuity will be an inherent part of the migrant child's total educational program.

8. Develop communications involving the school, the community and its agencies, and the target group to insure coordination of all available resources for the benefit of migrant children.

9. Provide for the migrant child's physical and mental well-being including dental, medical, nutritional, and psychological services.

10. Provide a program of home-school coordination which establishes relationships between the project staff and the clientele served in order to improve the effectiveness of migrant programs and the process of parental reinforcement of student effort.

11. Increase staff self-awareness of their personal biases and possible prejudices, and upgrade their skills for teaching migrant children by conducting inservice and preservice workshops.

II. PROJECT OBJECTIVES

1. Provide an atmosphere which will help each student develop a positive self-image.

2. Improve the students' basic educational skills, especially in the areas of reading and math.

3. Provide programs designed to improve the students' communication skills.

4. Provide experiences which will permit each student to develop according to his potential and ability.

5. Provide for the physical well-being of the child.

III. INSTRUCTIONAL PROGRAM

The Johnston County Summer Migrant Education Project offered a daytime instructional session for 74 children from kindergarten to ninth grade. Placement was based on grade last attended, age, teacher opinion, and the Stanford Diagnostic Reading Test. Test results were used only for diagnosis and placement. The total program ascribed to a non-graded approach, even though the students were grouped.

The program was operated at the Hillside School in Benson which is non-operational during the regular school year. Consequently all of the equipment had to be transported and the school opened prior to implementing a program. Library facilities were especially weak.

The classrooms were equipped with interest centers to provide more instruction in the basic curriculum of art, math, science, reading and

writing. In addition to these interest centers, there were also a variety of instructional materials; games and puzzles, record players, filmstrips, projectors, and tape recorders to supplement the actual instruction. A volunteer music teacher also aided the program by providing instruction in fundamentals of music.

Books of high interest and low vocabulary were procured for the pre-teen and teenage students who were reading below their ascribed grade level.

It was noted by evaluators that the walls of the classrooms were filled with art, math and science work done by the students. It was also noted that there were pictures of the children involved in various activities on display.

A popular technique employed in the kindergarten section entailed discussion of current events. One discussion centered around the Apollo moon shot. Although the children were young, they were extremely interested in learning about the Apollo craft and the activities involved at the Kennedy Space Center.

Another technique used among the primary sections centered around an activity entitled "choosing time." When this particular time arose, the children chose instruction that was of particular interest to them. Because of the larger than expected enrollment, this activity could only be offered infrequently, but it did offer a variety in the classroom and consequently aroused the childrens' interest.

It was observed in the older children's class that after a movie had been viewed by the children on "Animals in Africa," an instruction period which immediately followed was built around the film in terms of art, reading, and science. Games were also used as an instructional device to clarify certain instruction and make it more relevant to the children themselves.

The individualized instruction which was implemented during the previous summer became more difficult as a result of increased enrollment. The aides provided by the project, however, enabled the teachers to continue some small group work. The increased enrollment also made it necessary to split the students into two groups, as opposed to combining the entire enrollment into one group as done last year, for large group activities. The pre-school class was another new addition this year.

The result of the experience, changes, facilities, etc. was a program focusing on language arts and self-concept which was described as, "somewhat traditional" yet providing an atmosphere enabling students to feel success and develop a more positive self-image. Daily rest periods were provided for all students. Only a few field trips were conducted -- to Smithfield, the Cliffs of Neuse, the Library and the post office.

Student reaction to the program was good. Most of the children were interested in the activities offered and participated freely in them. The children especially like the "choosing time" activity and enjoyed displaying their work. There were some isolated cases of disciplinary problems but these were encountered mostly with two brothers. One of the brothers was eight and still in the kindergarten class due to the fact that he had never been enrolled in the regular school session.

IV. SUPPORTIVE SERVICES

Transportation was provided to and from the school and for field trips. Each child received breakfast, noon snack, and dinner. Showers were provided at the school and clothing was provided for those in need.

A full-time nurse screened each student, coordinated referrals to physicians for treatment, examinations and administered medication and treatment in many cases. A local pediatrician gave physical examinations to all the children enrolled in the program. The Health Department checked conditions of camp sites, and administered T.B. shots when necessary. Two local dentists attended to dental needs. Due to a lack of sufficient number of hours for appointments, priority was given to the older children who seemed to need the services more than some of the younger children. The Crippled Children Program, the Blind Commission and the Orthopedic clinics also rendered some medical services to the migrants. The three meals given to the children were designed to help raise the hemoglobin level. It was noted by the nurse that this count was low and that the food would help to bring it up to a normal level. In addition to the above services, health kits were given to all the children.

The Student Record Transfer form was utilized to record vital information on each child. This form will accompany the child when he moves. It is intended to insure proper follow-up services for the child. The project staff cooperated fully with all other reporting requirements. Local evaluations were retained by the project.

Training for the staff consisted of a preservice orientation and an inservice workshop. An audiovisual workshop was also conducted during this training. Some of the teachers attended the Behavior Modification Conference, The Virginia Beach Conference and The Atlantic Beach Conference. A visit to other Migrant programs also served as a help in training staff. Planned post service training was to consist of evaluating the program.

V. OTHER SERVICES

Relations between the program, various agencies, and the community were fairly good. There is an active Migrant Council in the area which helps to strengthen relations. The Council of Churches operated day-care centers for younger migrant children. They also provided transportation in some cases and clothing for the migrants. The Employment Security Commission helped place crew leaders with the growers. Community Action maintains I.D. cards for most of the Migrants. A few volunteers assisted on field trips and one person volunteered her time as a music teacher.

Migrant parent participation in the program was low. One migrant adult did assist on a field trip. The home-school coordinator, nurse, and other staff visited the migrant's homes to tell about the program and help them with any problems. Working hours of the parents reportedly conflicted with the program in many cases. Coordination with the growers consisted mainly of assistance by the grower in locating migrants who were not yet enrolled in the program.

Dissemination of information about the program was primarily at the local level. Personal contact was made with growers, migrant parents,

community leaders and churches to discuss the program. The local news media featured a front page story on the program.

I. DISCUSSION OF PROJECT ACTIVITIES

Most of the site team members felt that the Johnston County Migrant staff was doing a good job in meeting local objectives. The project proposal was written in relatively general terms which effectively left the responsibility for the instructional program to the staff. Individually and collectively, the staff did not shirk this responsibility. They utilized previous experience in providing interest centers and a responsive learning environment. They were able with some difficulties to adjust to increasing enrollments. There were, however, indications of some insecurity with the approach characterized as the unstructured classroom or individualized instruction. One of their suggestions was that curriculum consultants be made available as a state-level service. Unfortunately, the Johnston County staff was unaware that services of State Department personnel could have been obtained by request to the State Migrant Staff or to the Division of Programs Services. Another request was for a post service workshop for designating areas of needed improvement. Other requests included demonstration teaching and more time for local orientation prior to beginning operations.

The evaluators suggested that if the program could not be held in an operational school, then more library and physical education equipment should be obtained. The preference, however, would be to conduct the program in an operational school. They also indicated that a wider range of experience-type approaches could be provided for the pre-school children. One of the site team members indicated that the program might operate from a different location, especially a site of a regular ESEA program. It was pointed out

that administrative support for the migrant program could be improved by involving people from the local administration and by taking more advantage of state services to migrant programs.

The difficulties experienced by this project might be grouped under the classification "breakdcwn of communications". This writer suggests that a consideration of previous project recommendations should preceed any attempt at proposal writing. All staff members should receive a copy of the instructional section of the proposal upon hiring. A listing of services provided by state and local agencies should be presented to all staff members at the first organizational meeting.

Essentially then, the Johnston County Migrant Education Project is viewed as operating an adequate project annually but lacking continuity over the period between full operations. In fairness it should be noted that this is an inherent problem in all summer operations throughout the state.

II. RECOMMENDATIONS

A number of recommendations were made in the previous section. The following list is relatively lengthy. The decision as to the most feasible recommendations must rest with the proposal writers and the State Migrant reading committee.

The local staff recommends:

1. Lengthen the program
2. Provide psychological service for some children
3. Provide opportunity for further selection of materials after knowing the ability range of the students

4. Provide curriculum consultants
5. Provide more pre-service training
6. Provide a post-service evaluative session designed for program improvement
7. Provide demonstrations of teaching the migrant child

The Evaluation team recommends:

1. Better communications so that all staff members are aware of state and local services to migrant projects.
2. More emphasis on proposal writing and objectives (in the light of previous experience)
3. Consideration of a change of site
4. Closer connections with title I summer programs
5. Consultative help for local pre-service training
6. Consultative help for local post-service evaluation
7. More visits to migrant homes and a consideration of providing counseling or program services for older eligible migrants
8. Continue progress on local community and grower relations
9. Extend recruitment activities
10. Schedule some staff visits to other projects

A

NASH ELEMENTARY
Summer Migrant Education Evaluation
1971 Evaluation

Program Operation Dates: June 21 - August 20
[1]Days & Hours Operated: 8:00 a.m. - 4:00 p.m. M T W T F
[1]Total Days of Operation: 45
Estimated Enrollment: 53
Actual Enrollment: 22

[2]Average Daily Attendance: 15
[2]Sum of Daily Attendance: 684

Type of Migrant:
Interstate: 22
Intrastate: 0
5 Year Provision: 0

[3]Average Length of Membership: 44
Maximum Membership: 22

Migrant Students Traveling in Family Groups: 22 Girls: 11
Boys: 11

PROJECT STAFF AS REFLECTED BY PROPOSAL PLUS "VOLUNTEERS"

Full-Time	No.	Percent of time Paid	Part-Time	No.	Percent of Time Paid
Counselors	2	100%	Director	1	5 %
Teachers	3	100%			
Teacher Aides	3	100%			
Bus Driver	1	100%			
Lunchroom Workers	2	100%			

Total full-time equivalent paid staff: 11
Teacher-pupil Ratio: 1 : 7.3
Staff-pupil Ratio: 1 : 2.0

Number of Students by Age

Age:	5	6	7	8	9	10	11	12	14
Number:	6	3	1	3	3	2	1	1	2

Average Age of Student: 8.0

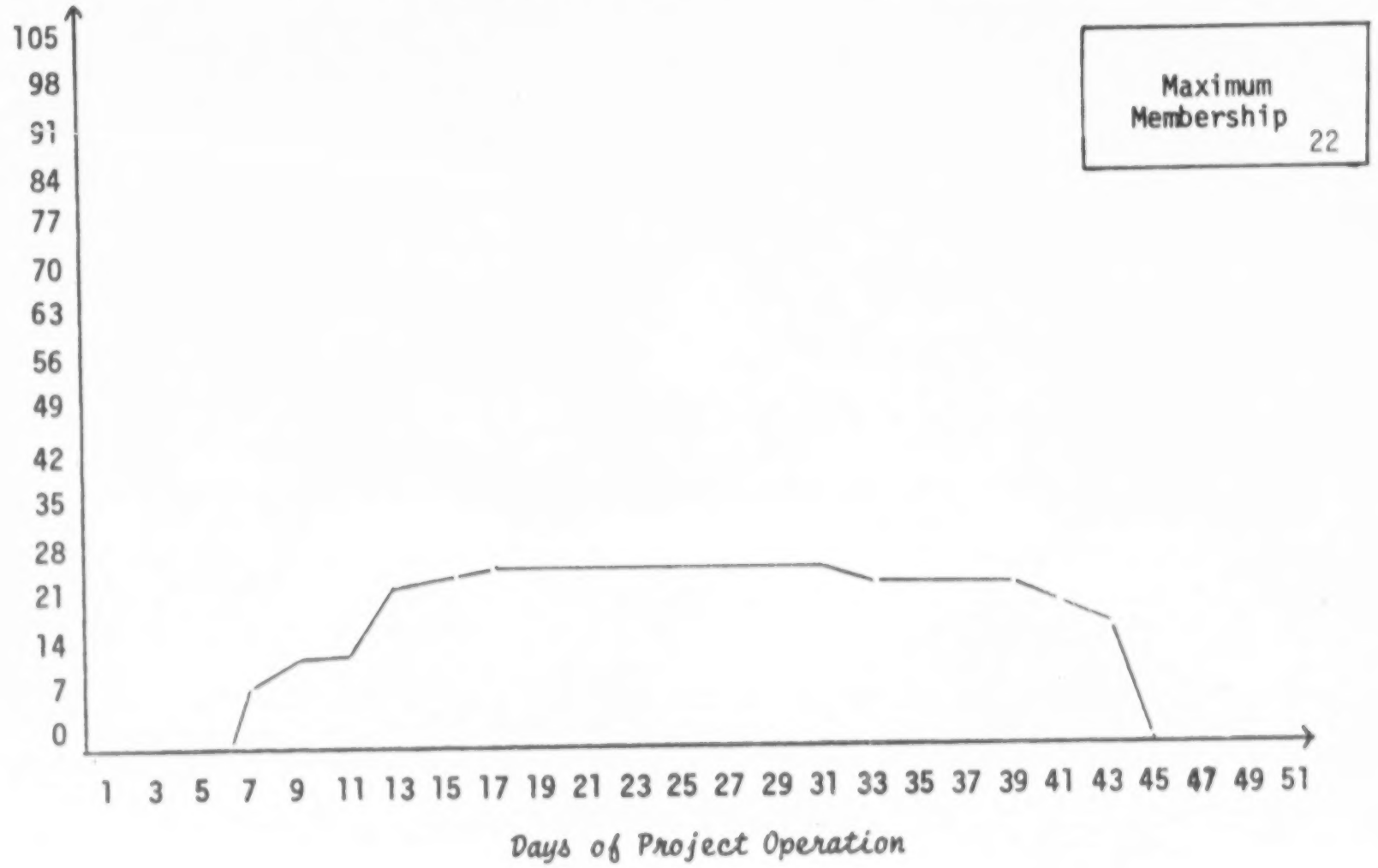
[1] This number reflects only total days of operation (not calendar days).

[2] This is the total number of students present for all the days the project was in operation.

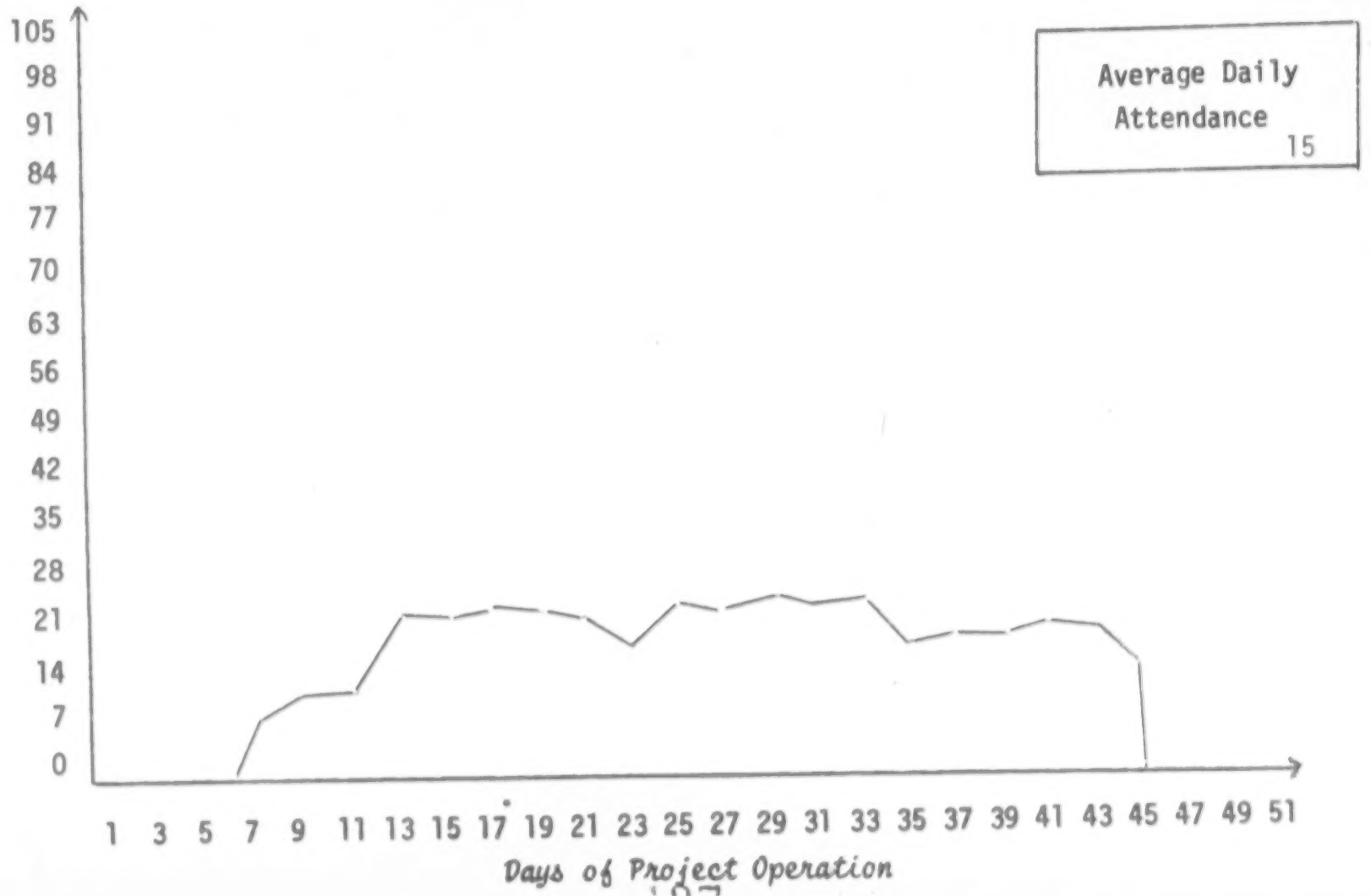
[3] This number reflects the average number of CALENDAR DAYS the student was enrolled.

PUPILS IN MEMBERSHIP BY DAYS OF PROJECT OPERATION

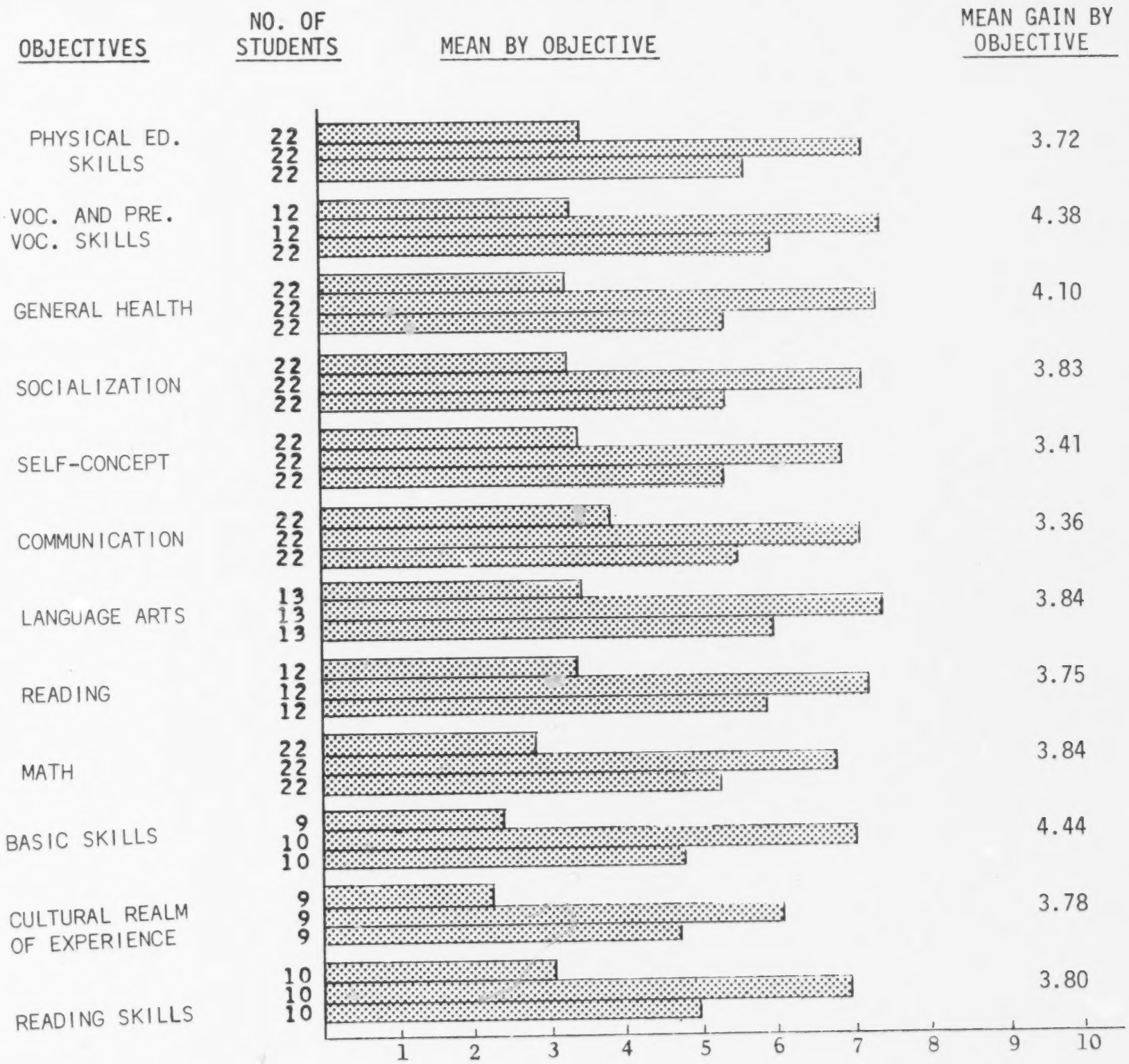
Nash E.



PUPILS' DAILY ATTENDANCE BY DAYS OF OPERATION



NASH ELEMENTARY



STUDENT ACHIEVEMENT FROM GROWTH SCALES

NASH COUNTY SUMMER MIGRANT EDUCATION PROJECT
COOPERS ELEMENTARY SCHOOL
NASHVILLE, NORTH CAROLINA

Superintendent: C. H. Fries, Jr.
Project Director: Robert K. Corbett

Site Team Members: Y. A. Taylor
John Bolton
D. B. Chandler
Hilda Willoughby
Malcolm Williams
Lane Presley

I. INTRODUCTION

The 1971 Evaluation of North Carolina's Summer Migrant Education Projects followed a pattern -- that of comparing performance to objectives -- which is currently being implemented in all areas of the State Department of Public Instruction's operations. In the early stages of the evaluation effort, the Division of Research and the Division of Planning in consultation with personnel from selected Program Services Divisions produced a handbook of specific student-oriented objectives which were adaptable to evaluation without the necessity of formalized tests. Draft copies of these handbooks were distributed to all project directors at the March 16th Grifton Conference for proposal planning. During the same period a national migrant committee was producing A Statement of Migrant Program Purposes. Subsequently, the eleven "objectives" which made up this statement were adopted by the North Carolina Migrant Programs as State Objectives. These also were passed along to project directors who were assured that the 1971 State evaluation would focus primarily on a comparison between objectives as presented in proposals and actual project operation as observed by two on-site teams during the summer's operation. This report also estimates the extent to which project operation conformed to State Objectives.

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In order to obtain information relating to student objectives, a growth sheet was designed. Project personnel were asked to record attendance and other pertinent information on this form and to compare each migrant student's performance on nine objectives common to most migrant programs. The scales on this growth sheet were designed so that each teacher could use the range of performance of her regular classes as a benchmark for comparison of migrant students' performance and abilities. All teachers attending the Atlantic Beach Conference were trained in the use of the growth sheets.

Thus, the basis for this evaluation report is derived from: site reports by evaluation team members, growth sheets on each student, project proposals, descriptive federal reports completed by project directors, and State questionnaires filled out by two members of the local project staff.

STATE OBJECTIVES

Instructional Services

1. Provide the opportunity for each migrant child to improve communications skills necessary for varying situations.

2. Provide the migrant child with preschool and kindergarten experiences geared to his psychological and physiological development that will prepare him to function successfully.

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4. Provide specially designed activities which will increase the migrant child's social growth, positive self-concept, and group interaction skills.

5. Provide programs that will improve the academic skill, pre-vocational orientation, and vocational skill training for older migrant children.

6. Implement programs, utilizing every available Federal, State, and local resource through coordinated funding, in order to improve mutual understanding and appreciation of cultural differences among children.

Supportive Services

7. Develop in each program a component of intrastate and interstate communications for exchange of student records, methods, concepts, and materials to assure that sequence and continuity will be an inherent part of the migrant child's total educational program.

8. Develop communications involving the school, the community and its agencies, and the target group to insure coordination of all available resources for the benefit of migrant children.

9. Provide for the migrant child's physical and mental well-being including dental, medical, nutritional, and psychological services.

10. Provide a program of home-school coordination which establishes relationships between the project staff and the clientele served in order to improve the effectiveness of migrant programs and in the process of parental reinforcement of student effort.

11. Increase staff self-awareness of their personal biases and possible prejudices, and upgrade their skills for teaching migrant children by conducting inservice and preservice workshops.

II. PROJECT OBJECTIVES - Nash County

1. Provide the opportunity for each migrant child to improve his self-concept and to develop positive attitudes.

2. Support learning through incentives in the basic skills area -- to make learning an enjoyable experience (a game).

3. Provide specially designed activities which will increase the migrant child's social growth, positive self-concept, and group interaction skills.

4. Provide a counselor oriented home-school coordination which establishes a father or big brother image for each migrant child which will give the child a feeling of being wanted, loved and esteemed.

5. Develop a program to give the migrant child a new life of hope.

6. Develop worthy use of leisure through appropriate physical activities.

7. Provide opportunities for the migrant child to improve communication and social skills through cultural enrichment, music, art, and drama.

III. INSTRUCTIONAL PROGRAM

The summer of 1971 was the first year of operation for the Nash County Migrant Program. Estimated enrollment was not met. At the time of the first site visit, enrollment was only eleven. Eventually the Project served twenty-two students.

Upon enrollment, each child was given an intelligence test. Results were not included in the local evaluation reports. The results of the testing were used in conjunction with teacher opinion for grouping. (Grouping was not a real problem since this project has a very low teacher-student ratio.) The grouping resulted in two basic groups which were frequently split and combined for various activities.

The program began with breakfast as soon as the students arrived. This was usually completed by 8:30 a.m., when each child took a shower. The remainder of the mornings were devoted to regular instruction. The instruction included Language, arts, reading, math, health, art, music, and safety.

Although the Cooper School is relatively old, space was abundant and adequate for the program. Some of the classes for the older group were held in a trailer, the only air-conditioned space in the school. The use of the trailer made the setting up of interest centers slightly difficult. Construction at the school caused some shifting around toward the end of the program.

A Title I enrichment program was in operation at the Cooper School at the same time as the migrant program. The programs were essentially separate although the migrant and Title I children ate together, played together and early in the program, participated in combined physical education classes.

The instruction for the younger children was relatively informal and not textbook oriented. There were adequate equipment and materials for this group. Because of the small number of students, individualized instruction could easily be accomplished. There was a one to one ratio in the math solving and verbal reasoning sessions. These children utilized tables within the classroom for art. Finger painting and drawing were emphasized. Modeling clay was used to interest the youngest students in the art portion of the program. Children were taught colors by matching painted clothes pins to a color chart.

The observed teaching of the older group in the trailer was much more formalized. Desks were in rows and the only equipment in the trailer was an overhead projector and a record player. The observed class was in language arts -- vocabulary building. Although the teacher was relating words to experiences of the children, the children who knew most of the "answers" appeared disinterested. All the materials in the trailer appeared new.

Musical instruction was apparent in both groups. The younger group focused on rhymic activities and musical games while activities for the older

group ranged from pantomine to records to individual piano lessons for one student.

All teachers used a reward system for encouraging learning and good behavior. Some of the rewards for the younger group were immediate (animal crackers). Other students received tokens which could be exchanged for fruit, books and other small articles at the migrant store which was set up in the gymnasium.

The library was used to help the children with their reading skills. In addition to assigned library exercises, children read portions of stories to other children. The stories were selected to strengthen reading ability and to provide group interaction.

In addition to the regular physical education activities, the students participated in swimming classes at Rocky Mount. Another special effort in the physical education area was instruction in the techniques of cheerleading and baton twirling. Two local volunteers conducted these activities. This was very popular with the students.

The physical education activities were held in the afternoons. Other afternoon activities included shopping, and numerous field trips. The latter included trips to Wilmington, Rocky Mount, New Bern, Goldsboro, Raleigh, Kerr Dam, Gaston Lake and Wilson. The trips were selected for enjoyment and education. Some instruction was related to the trips.

Most of the children exhibited interest and enthusiasm for the program. All seemed quite happy to attend school in the summer. Most were willing to accept instruction and follow directions. One thing observed by the evaluators was that most of the children were trying very hard to remember what the teacher had taught them so they could respond with a correct answer when asked a particular question.

IV. SUPPORTIVE SERVICES

Transportation was provided to and from the school, and to places of interest (field trips, etc.). Shower facilities were available at the school and at one point when the showers malfunctioned at Cooper School, the students were bused to another facility for showers. Most of the younger children received tub baths. The children received three meals a day. Some meals were cooked in the classroom since the program was utilizing a home economics room.

Health services were adequate. Hearing tests were administered to all children in the program and schedules were set up to provide dental and medical examinations for the children. Local agencies such as the Nash County Social Services Department and the Nash County Health Department rendered assistance in this area on a limited basis. Additional programs would be needed to provide psychiatric/psychological and extended health services.

For proper follow-up services, the staff relied primarily on the Student Transfer Record and information from the State Migrant Education Office.

Prior to the opening of the summer program, the staff received training in staff development, writing objectives, behavioral modification, human relations and basic orientation to migrant education. They also received training in a series of workshops conducted by the State Office of Migrant Education on the use of supplemental curriculum materials and equipment. During the program additional training was received through on-the-job-experience (teaching the pupils, human relations, pupil-teacher relationships, etc.) and visits to four other migrant projects (Pitt, Greene, Halifax, and Lenoir). Post service training planned will include three meetings in the fall to enable the staff to share ideas towards building a stronger future program for the migrant children.

V. OTHER SERVICES

Coordination with other programs, agencies and volunteer groups was good. As mentioned previously, Title I sponsored an enrichment and reading

program under which the migrant children benefited, through staff interaction.

The Associate Director of Title I was also Director of the Migrant Education Program. He was responsible for helping with the inservice training program for the staff. A Migrant Education Council was formed with representatives from agencies which served the migrant population. This Council was also instrumental in providing information about the migrant program. This was deemed especially beneficial since two of the units involved were working with the migrant program for the first time. The North Carolina Council of Churches was a member of this Council and sent volunteers to help with the summer program.

Another fact which provides evidence of good community relations was the extent of volunteer help received. As mentioned previously a varsity cheerleader and an expert majorette volunteered their time. The Principal of the school where the migrant center was housed had excellent rapport with the children and their parents. Members of the Title I staff gave freely of their time to help the migrant summer program meet their objectives and several community groups permitted their facilities to be used free of charge.

Migrant parents participated in the program on a limited basis. To acquaint the parents with the program a Parent-Teacher Supper was held. The staff visited parents at the campsites and during this time slides were shown of the activities in which the children were to be involved. Two parents assisted on field trips. Talks with the parents also gave the staff the impression that most of the parents were interested in their children's welfare and approved of the activities planned for them.

Dissemination of information concerning the program was conducted on an interstate and intrastate basis. On an interstate basis information bulletins were given to ESC agents who in turn sent them to crew leaders. On an intrastate basis information bulletins were placed in public buildings,

sent to county officials and given to growers. Several articles on Migrant Education were published in the local news media and each county commissioner was briefed on the migrant program and given several bulletins on migrant education.

I. DISCUSSION OF PROJECT ACTIVITIES

This was the first year that a summer program of migrant education was conducted in Nash County. The project was designed to serve both elementary and secondary students. No secondary students were enrolled however, and elementary enrollment was overestimated. The project staff reported that many of the Nash County migrants did not bring their children. It was not clear to the site team why the twenty-five children from a neighboring county could not be enrolled. The evaluators suggested that with the staff employed this summer, at least one full-time person could have been assigned to identification and recruitment of eligible migrants.

Lack of full enrollment was a major handicap to this project. The instructional program, as observed, met local objectives. The cooperation between the Director and other Nash County citizens was deemed especially praiseworthy. Support from the administration and project management activities were outstanding except for the previously mentioned recruitment and direction of instructional activities. Teachers and aides were capable and among the most receptive to suggestions. In the view of the site teams, more advantages could have been taken of the low teacher-student ratio. The project could have developed an intensive program of inservice activities that would have been beneficial to the regular school as well as next year's migrant program. If this option was to be selected it might be advisable to designate a "lead teacher", project coordinator, or "project principal" for full-time instructional management and to relieve the director of some of the "on-site" tasks which might have conflicted with his recruitment duties. A second suggestion is closely related to the first. The evaluators suggested that instruction, especially in the case of the older students, could have been more individualized. The trailer was seen as a handicap in this aspect of the program. It was noted that there was

quite a range of abilities in this group. Adherence to scheduling might have been loosened in accordance with completion of activities of interest such as the completion of a story rather than postponement over the weekend.

It was observed that acceptance of the program by students was very good. One site team member praised the teacher, who when a student lost interest, allowed him to pursue another activity until he was ready to return to the group.

The above suggestions should not be taken as indications of a weak project. This was a very good first year operation. Staffing and management (except for inservice) was well chosen and executed. The project met its local objectives and was in line with major state objectives. Future levels of funding, however, will most likely depend upon increasing enrollments.

II. RECOMMENDATIONS

The Local Staff Recommended:

1. Provide a way to accurately forecast the number of children to be enrolled.
2. More money be allocated for health services.
3. More parental involvement in the program.
4. Several centers other than school buildings should be utilized.
5. Limit some areas of the program to afford maximum success of vital ones.

The Evaluation Team Recommended:

1. Devote much more effort to recruitment.
2. Consider an on-site coordinator to be responsible for implementing the director's instructional program.
3. Continue and expand the director's excellent working relationships with other agencies and individuals.

4. Provide more inservice training in the area of individual and small group work -- reconsider space utilization toward this end.

5. Institute a program in which specific needs of individuals are considered as well as general characteristics of migrants.

6. Provide an area specifically designed as a listening center for the younger children.

7. Provide additional recreational equipment.

8. Provide more varied activities for the kindergarten age children.

A

NORTHAMPTON ELEMENTARY
Summer Migrant Education Evaluation
1971 Evaluation

Program Operation Dates: June 21 - July 22
[1]Days & Hours Operated: 8:00 a.m. - 1:00 p.m. M T W T
[1]Total Days of Operation: 20
Estimated Enrollment: 68
Actual Enrollment: 43

[2]Average Daily Attendance: 35
[2]Sum of Daily Attendance: 717

Type of Migrant:
Interstate: 0
Intrastate: 43
5 Year Provision: 0

[3]Average Length of Membership: 27
Maximum Membership: 43

Migrant Students Traveling in Family Groups: 43 Girls: 19 Boys: 24

PROJECT STAFF AS REFLECTED BY PROPOSAL PLUS "VOLUNTEERS"

Full-Time	No.	Percent of time Paid	Part-Time	No.	Percent of time Paid
Coordinator	1	100%			
Cultural Arts Specialist	1	100%			
Kindergarten Teacher	1	100%			
Reading Teacher	1	100%			
Language Arts Teacher	1	100%			
Teacher Aides	4	100%			

Total full-time equivalent paid staff: 9
Teacher-pupil Ratio: 1 : 10.8
Staff-pupil Ratio: 1 : 4.8

Number of Students by Age

Age:	5	6	7	8	9	10	11	12	13	14
Number:	1	7	4	6	7	5	3	6		3

Average Age of Student: 9.2

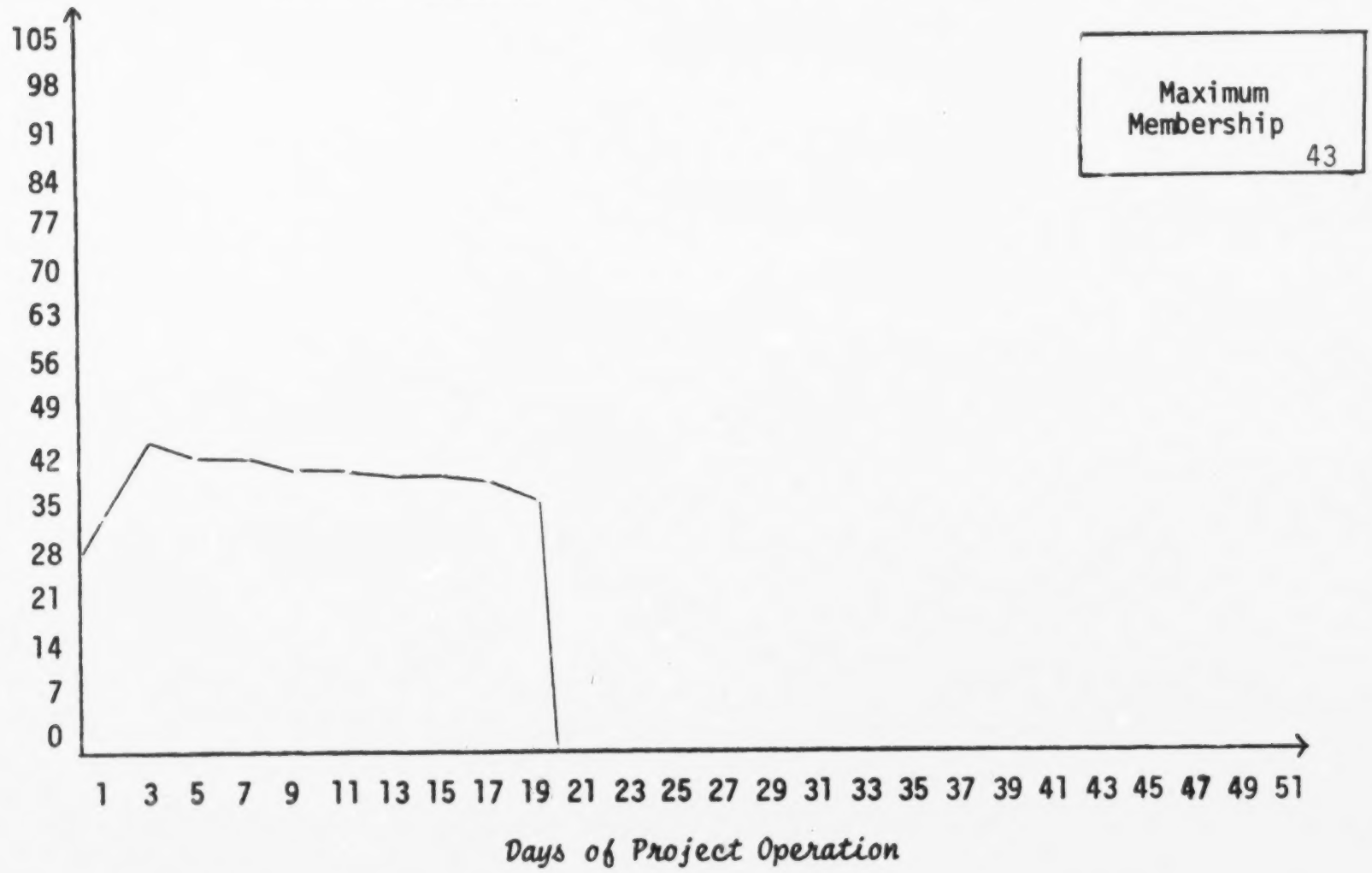
[1] This number indicates only total days of operation (not calendar days).

[2] This is the total number of students present for all the days the project was in operation.

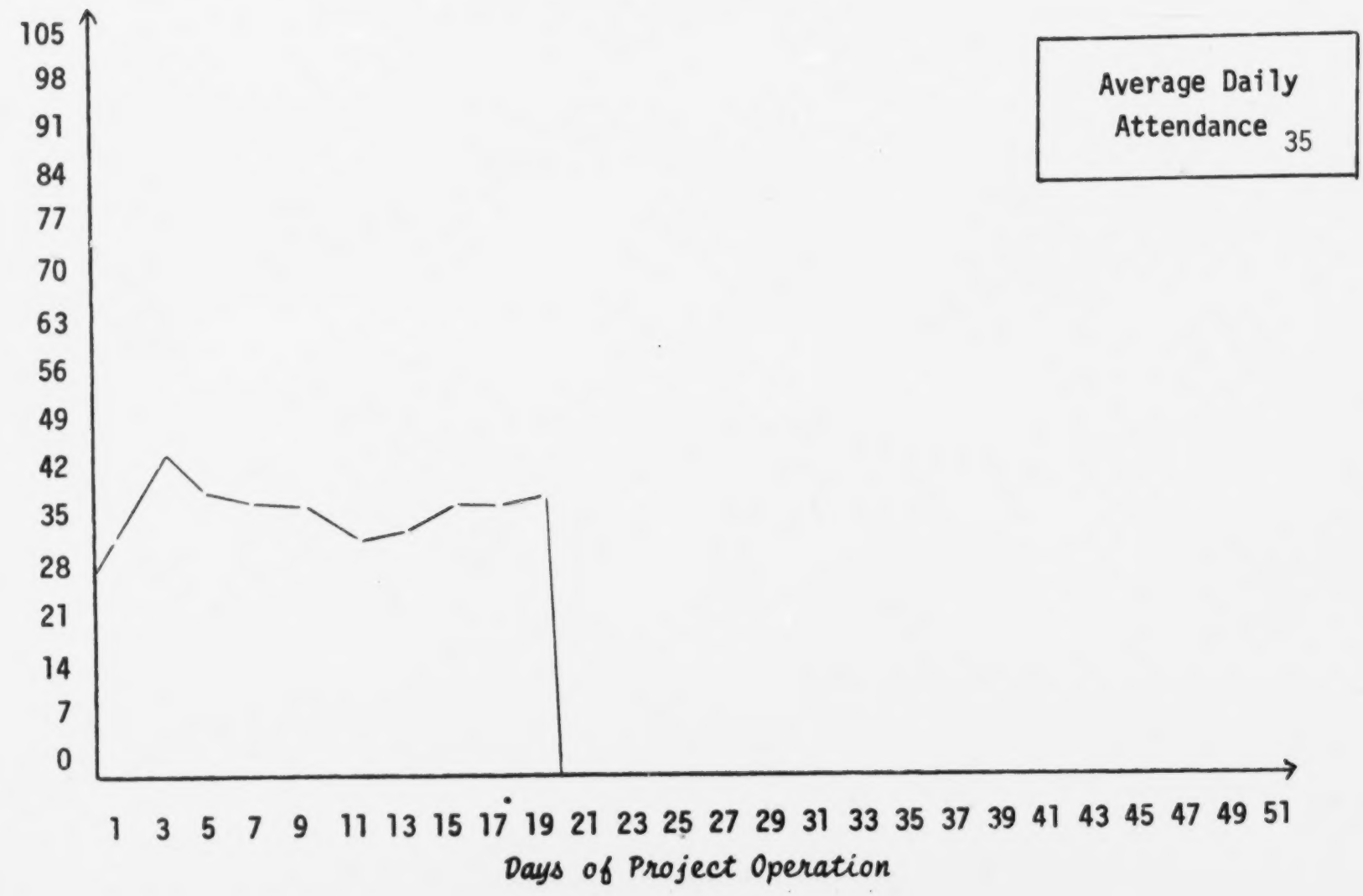
[3] This number reflects the average number of CALENDAR DAYS the student was enrolled.

PUPILS IN MEMBERSHIP BY DAYS OF PROJECT OPERATION

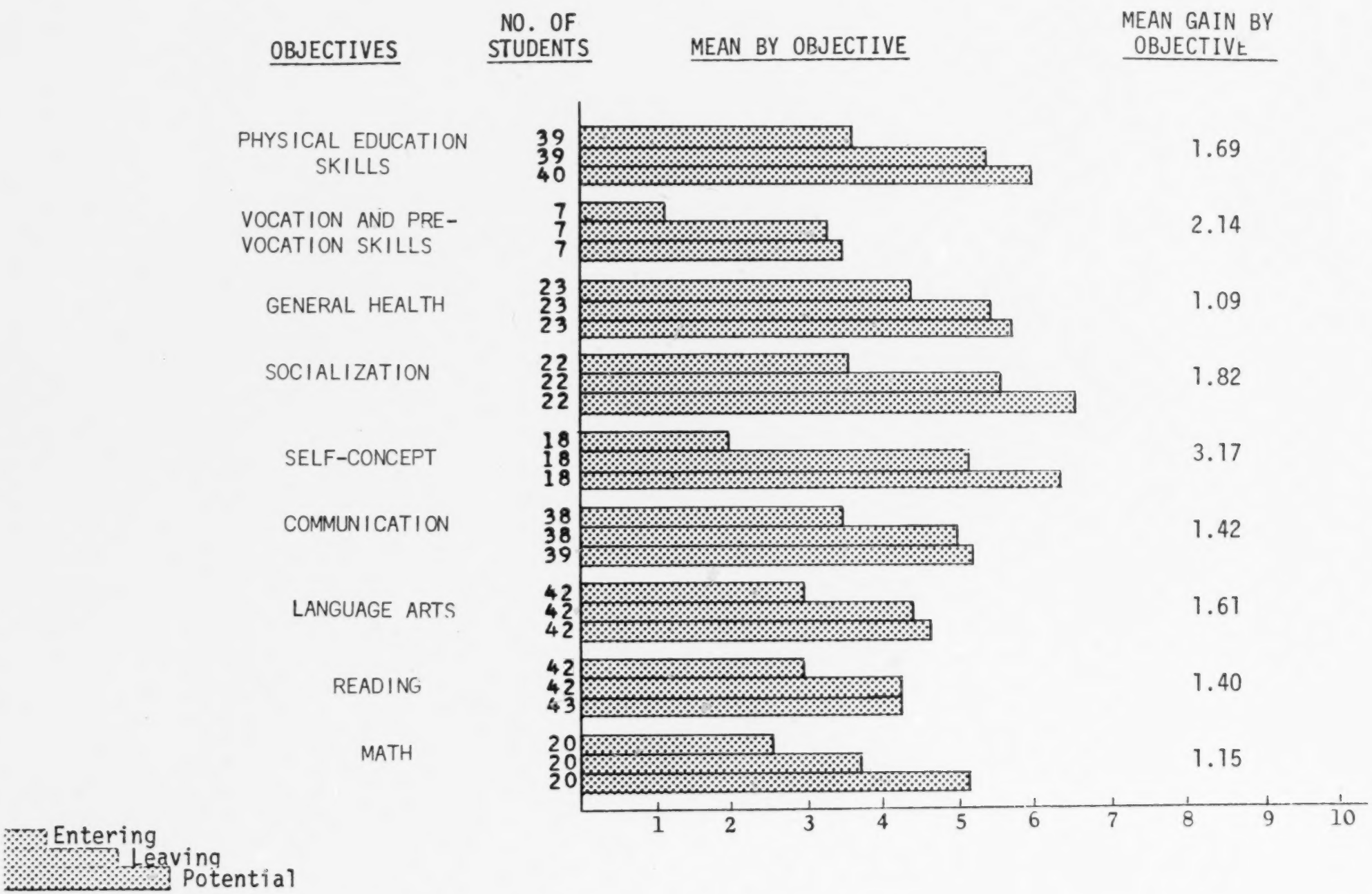
Northampton E.



PUPILS' DAILY ATTENDANCE BY DAYS OF OPERATION



NORTHAMPTON ELEMENTARY



STUDENT ACHIEVEMENT FROM GROWTH SCALES

B

NORTHAMPTON COUNTY SUMMER MIGRANT EDUCATION PROJECT
W. S. CREECY SCHOOL
RICH SQUARE, NORTH CAROLINA

Superintendent: R. F. Lowry
Project Director: W. R. King
Project Coordinator: Goldie M. Eley

Site Team Members: Y. A. Taylor
Arch Manning
John Bolton
Malcolm Williams
Marshall Brooks
Ruth Woodson

I. INTRODUCTION

The 1971 Evaluation of North Carolina's Summer Migrant Education Projects followed a pattern -- that of comparing performance to objectives -- which is currently being implemented in all areas of the State Department of Public Instruction's operations. In the early stages of the evaluation effort, the Division of Research and the Division of Planning in consultation with personnel from selected Program Services Divisions produced a handbook of specific student-oriented objectives which were adaptable to evaluation without the necessity of formalized tests. Draft copies of these handbooks were distributed to all project directors at the March 16th Grifton Conference for proposal planning. During the same period a national migrant committee was producing A Statement of Migrant Program Purposes. Subsequently, the eleven "objectives" which made up this statement were adopted by the North Carolina Migrant Programs as State Objectives. These also were passed along to project directors who were assured that the 1971 State evaluation would focus primarily on a comparison between objectives as presented in proposals and actual project operation as observed by two on-site teams during the summer's operation. This report also estimates the extent to which project operation conformed to State Objectives.

Directors were encouraged to write project objectives which would support State Objectives and to use sample specific objectives as guides for designing their instructional program. The Division of Research with the cooperation of the Division of Planning provided aid in preparation of objectives and program description for projects desiring these services as well as projects in which the contact was initiated at the direction of the State Migrant staff.

In order to obtain information relating to student objectives, a growth sheet was designed. Project personnel were asked to record attendance and other pertinent information on this form and to compare each migrant student's performance on nine objectives common to most migrant programs. The scales on this growth sheet were designed so that each teacher could use the range of performance of her regular classes as a benchmark for comparison of migrant students' performance and abilities. All teachers attending the Atlantic Beach Conference were trained in the use of the growth sheets.

Thus, the basis for this evaluation report is derived from: site reports by evaluation team members, growth sheets on each student, project proposals, descriptive federal reports completed by project directors, and State questionnaires filled out by two members of the local project staff.

STATE OBJECTIVES

Instructional Services

1. Provide the opportunity for each migrant child to improve communications skills necessary for varying situations.

2. Provide the migrant child with preschool and kindergarten experiences geared to his psychological and physiological development that will prepare him to function successfully.

3. Provide specifically designed programs in the academic disciplines (Language Arts, Math, Social Studies, and other academic endeavors) that will increase the migrant child's capabilities to function at a level concomitant with his potential.

4. Provide specially designed activities which will increase the migrant child's social growth, positive self-concept, and group interaction skills.

5. Provide programs that will improve the academic skill, pre-vocational orientation, and vocational skill training for older migrant children.

6. Implement programs, utilizing every available Federal, State, and local resource through coordinated funding, in order to improve mutual understanding and appreciation of cultural differences among children.

Supportive Services

7. Develop in each program a component of intrastate and interstate communications for exchange of student records, methods, concepts, and materials to assure that sequence and continuity will be an inherent part of the migrant child's total educational program.

8. Develop communications involving the school, the community and its agencies, and the target group to insure coordination of all available resources for the benefit of migrant children.

9. Provide for the migrant child's physical and mental well-being including dental, medical, nutritional, and psychological services.

10. Provide a program of home-school coordination which establishes relationships between the project staff and the clientele served in order to improve the effectiveness of migrant programs and in the process of parental reinforcement of student effort.

11. Increase staff self-awareness of their personal biases and possible prejudices, and upgrade their skills for teaching migrant children by conducting inservice and preservice workshops.

II. PROJECT OBJECTIVES

1. To implement activities to help the individual child to develop a better self-image or self-concept, through cultural arts and other areas of instruction.

2. To improve Language Arts skills of the migrant students.

3. To provide a measure of pre-vocational orientation for migrant students.

4. To improve the migrant pupil's attitude toward schools and education.

5. To improve relationships between migrant parents and the school staff.

6. To introduce the kindergarten aged migrant children to selected businesses, industries, and institutions.

7. To better prepare the migrant pupil for accomplishment in other educational fields by providing remedial activities.

III. INSTRUCTIONAL PROGRAM

The Northampton Summer Migrant Program was conducted at the W. S. Creecy School. The migrant program had an enrollment of forty-three students ranging from kindergarten to eighth grade. A concurrent Title I program at the school had an enrollment of approximately 300 students. Both programs began at 8:30 a.m. and concluded at 12:30 p.m. The instructional portion of the migrant program was integrated with the Title I program.

From the migrant operation, children were provided a kindergarten, reading instruction, instruction in photography and journalism techniques, and instruction in health, grooming and social graces. Title I extended offerings into art, physical education, dance, music, and sewing for the older girls. The Title I program also offered remedial reading instruction and a library operation. A measure of vocational instruction for boys (woodworking and the assembly of a small D.C. motor) was provided through the services of a regular vocational teacher employed in Northampton County.

All of the Title I offerings were available for migrant students. Many of the migrant offerings were made available to certain Title I students. Student-teacher ratios were relatively high in most classrooms.

Students were grouped according to their previous grade placement. The kindergarten was self-contained and grades one through four were placed in a schedule which included reading, music, art and physical education. The students enrolled in grades 5-8 were offered the same courses plus additional opportunities in cultural arts, Language Arts, and vocational training.

Kindergarten instruction was conducted in a trailer. The thirty-three students were taught by one teacher and one aide using films, booklets, and stories. The staff reported that the teacher ratio to pupils in attendance was considerably less than the nominal 1:33. This part of the program was designed to prepare the child for school and to broaden his experiences through biweekly field trips to local points of interest. These included: banks, post offices, police departments, supermarkets, chicken hatcheries, etc.

Between the first and second site visits more space was made available for the kindergarten by opening a second trailer. Materials were obtained and interest centers were set up. This enabled the instructors to more effectively work with small groups while other students engaged in independent activities.

Both the migrant and Title I reading classes were staffed by teachers and aides. Class sizes varied depending upon which class was in attendance. The library schedule helped relieve the load for some classes. In others, classes were divided so that half the group received P.E. while the remainder received reading instruction. Each student in these classes

received thirty minutes of reading instruction daily. In the Title I reading class, the teacher instructed class units, using audio-visual machines when needed. The migrant reading class was set up so that groups of students could participate in different activities (records, filmstrips, reading in small groups, etc.).

Although the arts classes observed were crowded,all children were actively participating in painting and sketching; paper-mache products were in evidence. Somewhat less involvement was noted in the sewing classes even though there were fewer students. The teacher was working with individual students as they needed help. Cooking had been added to the program but was not observed.

Physical education was conducted by one teacher with help from aides. The observed instruction was in the gym. Volleyball, basketball and exercise routines were in progress. Individuals were using jump ropes and hula hoops. The staff reported that dancing was allowed after the classes were dismissed at 12:30 p.m. More formal dance instruction was given in the music class. The second site team observed students from grades 4 through 8 in the production of the play "Oliver". The performance was well done. Many students were involved and participants were chosen in accordance with needs as well as abilities, e.g. shy children singing solos.

One migrant teacher coordinated the journalistic activities. Her students took photographs of the summer's activities after receiving instruction in photography. This instruction included the developing and printing processes. Ultimately they wrote captions and compiled a booklet entitled "Days I Love." Copies were distributed to all students.

In the cultural arts portion of the migrant program, one consultant taught the basics of grooming, personal hygiene, manners, social graces, and clothing selection. These classes were small and each student was able to practice grooming techniques and procedures, on themselves and others. Students from this class made a television appearance in Norfolk, Virginia. The trip was a learning experience for these girls.

Student acceptance/involvement of program offerings was varied. All of the "journalism" students interviewed were enthusiastic. Generally, the students preferred the enrichment areas to some of the instruction that was offered.

IV. SUPPORTIVE SERVICES

Bus transportation was provided to and from the school. This service provided through the Title I transportation arrangements. Transportation was provided for the out-of-town field trips. Most of the kindergarten field trips were "walking tours".

Lunch was served to all students under the food service program. Workers for this program were supplied through Title I and Neighborhood Youth Corps students. Custodial services and administrative services (school principal) were also provided by Title I.

Apparently health services were not a major need for migrant children living in the RCA family Development Project. Children were instructed in the importance of cleanliness, rest and nutrition, and basic health care. Each child was issued toothpaste, toothbrush, soap, deodorant, towels, shampoo, skin lotion and clothing when required. Various agencies provided services when needed. The Department of Health offered eye clinics, pre-school innoculations, emergency treatment and consultations.

The Department of Mental Health treated pupils with emotional problems.

The Northampton Migrant Education Project complied with all reporting requirements this year. At the suggestion of the first site team, enrollment record keeping was improved as an aid in identifying services from the two funding organizations. The written reports to the evaluators were among the most thorough received this year. In addition to required information, the coordinator sent in a personal evaluation of the effects of combining programs as well as a local evaluation and a copy of the student publication.

Staff training included the Grifton Planning Conference, the Behavior Modification Conference and the Atlantic Beach Staff Development Conference. Representatives from the project attended the Virginia Beach regional Conference. Local pre-service training was conducted for 5 hours each Friday under the direction of various specialists and consultants. (The students did not attend on Fridays). At the conclusion of the project a post-service meeting was held for evaluation purposes.

V. OTHER SERVICES

In addition to the services provided by governmental agencies, a number of local organizations provided aid to the project. J. B. Stevens Company contributed towel ends. The Virginia Electric and Power Company donated the electric motor kits. The RCA-CADA project helped recruit students and cooperated fully with the project staff. A local supermarket and a local drug company contributed toilet articles and samples of makeup for use in the cultural arts classes. Local merchants and businesses were most cooperative during the local field trip visits.

Home-school coordination was facilitated through letters and personal contact. A letter was sent to each migrant parent inviting their children to participate in the program. Later parents were invited to special events and notified of the television programs. The site teams observed parents attending the play "Oliver" and were shown some of the correspondence to parents. In addition to the letters, it was reported that staff members made approximately twenty visits to the homes of the migrant children.

Community acceptance of the summer programs was rated very good. As previously mentioned, many local businesses provided supplies and support for the program. Others offered discounts on purchases (primarily clothing). Cooperation with the field trips was excellent.

The Northampton Project staff did a thorough job in the area of dissemination. Two television programs describing program activities were aired this summer. Newspaper articles were published in daily and weekly papers. The staff members initiated personal contacts with community leaders and made appearances at civic clubs. Finally, the publication prepared by the students was disseminated within the community.

I. DISCUSSION OF PROJECT ACTIVITIES

Two site teams visited the Northampton project. Only one member made both visits. The first site team reacted negatively to the large pupil-teacher ratio and the small amount of individual instruction in a program where the migrant teacher-pupil ratio could have been 1 : 10.8. Other suggestions made during the visit were to:

- Concentrate attention on the educational needs of each individual child.
- Reduce the noise, commotion and wandering through the corridors during the instructional periods.
- Modify the organization so that children's needs could be met through a greater number of activities during class periods.
- Modify program offerings to meet the needs and interests of the children.

The first site team noted that program benefits and student interest was much better in music and dance, journalism, kindergarten, and to a lesser degree, in the personal grooming classes. In the other academic areas, then, the first site team was concerned that the program as structured would be unable to meet the special needs of the deprived child any better than traditional school programs. This team further noted the need for more extensive record keeping due to the combination of programs.

By the time of the second visit, many changes had been implemented in the project operation: the kindergarten was reorganized by opening another trailer containing interest centers, pupils who had achieved their reading levels were moved from reading into various activities (including library work) so that students with reading difficulties could recieve more attention, more discipline was enforced in the corridors during

instruction, the length of some classes were reduced, and records were kept for each child by class attended.

The second site team reported that all of the recommendations made during the first site visit had been implemented except for the complete reduction in class size for migrant students. Some reduction in class size was noted and the project staff pointed out that complete separation would have the result of removing the migrants from art, music and dance, sewing, some of the occupational component for boys and physical education.

It was generally conceded by the second site team that the program observed was supportive of all the local project objectives. The activities observed also were judged as supportive of state migrant objectives even though portions of the services were provided by the Title I aspects of the program. The kindergarten operation was rated as extremely effective by a State Department specialist in early childhood education who was a member of the evaluation team. All members of both teams reported the journalism component of the program to be most effective in learnings and in production of the publication. There were different opinions concerning the two reading classes. One group believed that the migrant reading class with learning centers was most effective while other evaluators maintained that they observed more student interest in the more traditional reading class. Music and art were praised by all evaluators. One commented "The production Oliver was the highlight of the project." There were differing opinions considering the results of the cultural arts class. Some evaluators thought that this teaching was most effective while others noted apparent disinterest among some of the few pupils in these classes.

Unfortunately, most of the discussion during the meeting following the second visit centered around the difficulties of record keeping and accountability in programs operating from two sources of funds and with somewhat different goals. It was suggested that the project staff document the offerings from Title I available to migrants and the offerings from the migrant operation which were opened to Title I students. The project coordinator in her series of evaluative reports very effectively documented the offerings and pointedly reminded the evaluators that last years' evaluation recommended the integration of the Migrant Program with the ESEA Title I program.

It is hoped that the program description section of this report adequately described, acknowledged, and recognized the benefits of program coordination. Evaluators did, however, question how the program coordination operated in an effort to more adequately describe and possibly to replicate such operations. The evaluators recommend that all combined operations be carefully documented and that any foreseeable "trade-offs" in benefits be noted in the project proposal. This will result in documentation which clearly approves all program features. The difficulties of combining projects is by no means unique to this project and will be discussed in the State Report for the 1971 North Carolina State Migrant Evaluation.

II. RECOMMENDATIONS

The Local Staff Recommends:

1. The same site team make both evaluation visits.
2. Schedule earlier site visits.
3. Implement more individualized instruction in reading

4. Allow an extra day of preservice time for the principal, coordinator, and teachers to coordinate the program and work out administrative procedures together.

The Evaluation Team Recommends:

1. More direction for combining Migrant Programs with Title I program be given by the State Migrant Staff at proposal planning conferences.

2. Lengthen the program provided for migrant students.

3. Institute a diagnostic system whereby learning needs of individual pupils can be identified.

4. Increase the flexibility of the academic offerings.

5. Consider strengthening the health component of the program.